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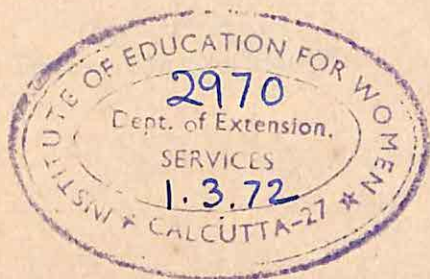
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*A Manual for Educational Institutions in
Tropical Countries*

JOAN ALLEN



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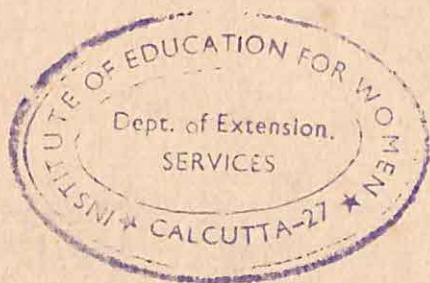
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FOREWORD

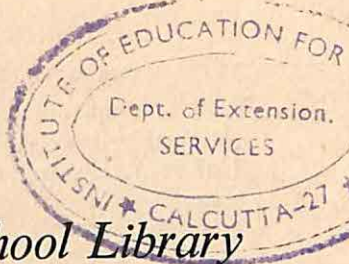
THIS book is written for all those who have to manage libraries in schools of all kinds, teacher training institutions, and small libraries generally.

The author wishes to thank Mr. Dennis Gunton, formerly Regional Librarian of Northern Nigeria, and the staff of the Regional Library, for the help that they have given her.



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CHAPTER ONE

The Purpose of the School Library

THE provision of school libraries in Africa appears to vary very greatly, not merely between country and country, but between school and school. The purpose of this book is to try and help all those who are concerned with the organization of libraries in secondary, secondary modern, middle schools, and the upper forms of primary schools. There is also a special chapter at the end on the library in the teacher training centre.

Why do Schools need Libraries?

School libraries are necessary everywhere, but in Africa the school library is more necessary than it is in Great Britain or the United States. In those two countries, children have public libraries which they can use, but in many parts of Africa public libraries, if they exist, are in their infancy. Furthermore, as schools are often situated away from towns, it is not always possible for them to use the public library, unless it provides a mobile library or book-box service. In some territories, these services are organized by the government, the Library Board, or the British Council. When there is a book-box service for schools, boxes of 60-100 books of all kinds are carefully selected by the headquarters librarian, and are sent on loan at regular intervals to the schools which have asked for the service. The school may request particular books, or may leave the selection entirely to the librarian. This service is free in some countries, while others charge a subscription, according to the number of books borrowed. In this way the school gains a most useful temporary addition to its library. The borrowed books help to keep the school book stock

fresh and up-to-date, and so enable the staff to see books which they may wish to have added to the school library. Unfortunately, not all schools have the benefit of such a service.

In the Western world, books are part of the lives of many children: the more fortunate ones grow up with books and most of them have received books as gifts before they enter school. These children do not have to be introduced to books, as they have been reading for pleasure from an early age. Very few children in Africa have this advantage. Bookshops are almost non-existent in some countries, and where they do exist the stock is often poor in quality and small in quantity. Then, again, if there were good bookshops many parents would not be able to afford the cost of even a child's simple book. In many African homes it is not easy for a child to find a suitable place to read quietly, and reading is usually difficult after dark.

In England, the Ministry of Education's building regulations of 1944 stated that all new secondary schools must have a library room. This regulation might be adopted with advantage in other countries, as a clear indication that the authorities realize that the library is an essential part of the school, and not just a luxury. There can be no doubt about the importance of the library in the school, and if anything, school libraries in Africa should be bigger and better than those in Great Britain, and certainly no new school should be built without a library.

Aims of the School Library

The purpose of the school library should be—

- a. To introduce boys and girls to books of all kinds.
- b. To encourage reading for pleasure. In Africa, reading is still looked on by many people either as a painful task or as a means to an end, the end usually being the passing of an examination. It is therefore important that children should have access to all sorts of books, so that they may come to realize that reading is not something that is always

done in the classroom, or for homework, because the teacher says so.

- c. To teach pupils to use books and to learn from them without the presence or help of a teacher, and to teach them to understand the library's arrangement (the use of the catalogue and classification scheme), so that they may be able to use public or university libraries without difficulty.
- d. To teach respect for books and to remove bad habits, such as the turning down of page corners to mark a place.

Let us consider these aims in turn:

- a. To introduce boys and girls to books of all kinds. The library should have as wide a selection of books as possible, no one subject should be emphasized at the expense of the others, and there should be a good selection of fiction. It should also be remembered that where English is a foreign language, it will be necessary to provide abridged and simplified editions of many books, especially in the case of fiction. If this is not done, the school library is not likely to achieve its second aim—
- b. To encourage reading for pleasure. It is useless to expect pupils in the upper classes of primary schools, or the lower forms of secondary schools, to be able to read *Robinson Crusoe* in Defoe's own words: if they tried they would probably develop a strong dislike for reading. It is now possible to buy simplified readers in durable bindings, which last longer and are well worth the extra cost. (See Appendix III.)
- c. To teach pupils to use books and learn from them without the presence or help of a teacher. This will be dealt with at greater length later on; it is enough to say here that all children should be shown how to use books, i.e. the purpose of the index and contents table, the meaning of the words, title-page, frontispiece, etc. Instruction in the use of books should be followed by instruction in the use of the library, its classification and catalogue, and the purposes

served by these two aids. The scope of the reference section and the arrangement of individual works should also be explained. If this is done, no pupil should have any difficulty in finding information in books by himself.

- d. The teaching of respect for books. The correct handling and care of books does not come naturally to everyone, neither does respect for public property, and these must be taught as soon as pupils enter school.

Class Libraries

Class libraries are desirable in the primary school, especially where there is no accommodation for a separate library. The younger child may be encouraged more easily to read if suitable books are in the classroom, and can be referred to, or shown to the class, during lessons. The class library should be made as attractive as possible: a well-arranged book corner is better than an untidy cupboard of books. It should contain a varied selection of stories, non-fiction, and simple pictorial reference books, such as *The Early Word Picture Dictionary*. Half a dozen sets of simplified readers do not make a class library.

In secondary schools class libraries are scarcely necessary unless the school library is short of space. Provided there is a wide range of books in the school library to suit all ages and needs, and instruction in the use of the library is given to each class as it enters the school, pupils will soon learn to find their way about and make full use of it. Pupils will quickly tire of the class library. The break with the class library has to be made sooner or later, and it might just as well be made on entering the secondary school.

Subject Libraries

In secondary and grammar schools, senior teachers often think that it would be nice if they controlled all the books on their subject. This means separate accommodation of these books, and in most schools spare accommodation suitable for books is rare. But even if it were not, it is better to keep the library in one unit where everyone can see all the books.

The Librarian and His Staff

It is essential that the teacher in charge should be keenly interested in libraries and that he should be prepared to devote a fair amount of time to the organization and supervision of the school library. In many schools this duty is given, as a matter of course, to the senior English teacher. This is a satisfactory arrangement provided he or she is interested, but it should not be assumed that no member of the staff, apart from an English teacher, is capable of taking charge of the library. Interest is what matters, and a mathematics teacher who is really interested in the library would be likely to make more of a success of it than an English teacher who is not.

The librarian needs pupils to assist him and look after the daily routine. The librarian should exercise regular supervision over this, and always be ready to help and advise his assistants. The latter might be called library prefects or monitors. They should be chosen from the top three forms of the school, new monitors being appointed as those in the top form leave. The number appointed will vary with the size of the school and the number of hours the library is open. A time-table of duties should be drawn up. These should include the issuing of books, tidying the shelves, and doing simple repairs.

CHAPTER TWO

Selecting Books: Ordering, Accessioning, and Withdrawal

SELECTING books is always difficult for a school librarian. In some countries the lack of good bookshops and public library services means that schools have few places where they can see or buy books. In the case of fiction, selection is still very much a matter of experiment because the reading tastes of African children still have to be explored and cultivated.

Finance

Before books can be purchased, there must be money available to pay for them. Secondary schools and teacher training colleges should have a special allocation for the purchase of books for the library separate from textbooks for class use. If there is a good reason why this cannot be done—and it is difficult to think of one—then a sum from the school equipment budget should be set aside for library books. Books should be bought systematically, so that no money remains unspent at the end of the financial year.

New secondary schools and teacher training colleges should be prepared to spend at least £500 on basic stock, and then £100 in each succeeding year on new books and replacements. Senior classes of primary schools will not be able to afford the same expenditure, but they can build up adequate libraries for their pupils on far less. Suitable figures would be £200 for basic stock, and £50 annually for new books and replacements. If schools can afford to spend more than this, so much the better.

It is most important that there should be regular expenditure on books, for without this no library can flourish as it will soon become outdated and will cease to hold the pupils' interest. Books are the most important item in any library; a room with book-shelves, tables, chairs and a few periodicals is not a library. If money is scarce, it may be possible to have cheap shelves made. For a time one could even dispense with chairs and tables, but books there must be or a library cannot exist. Therefore, when planning the school library, it is important to find out exactly how much money can be spent before ordering large quantities of expensive furniture, which may mean there is little or nothing left over for books.

What Sort of Books do We Need?

In secondary schools and teacher training colleges there should be a comprehensive reference section. This should include the following: an English dictionary, a dictionary of the local vernacular, a dictionary of any other language taught in the school, an encyclopaedia (these vary in size and price and the school should buy the best it can afford), a yearbook and directory of the country in which the school is situated, a large atlas and gazetteer, a biographical dictionary, dictionaries of literature and quotations, and an annual, such as *Whitaker's Almanack* or *Pears' Cyclopaedia*. The primary schools should also have a reference section, but this can be small and should contain more elementary and well-illustrated reference books.

There should be a wide range of non-fiction covering the whole field of knowledge, and including books on history, the lives of famous people, civics and government, geography, natural history, science, engineering (ships, railways, aeroplanes, cars), hobbies, recreation, sport, health, hygiene and first-aid, needlework and cookery for girls, religion, the Bible and the Koran, legends and folk-tales, art, literature, both in English and in the local languages. There should be a good selection of fiction, both classical and modern, in simplified as well as unabridged editions. The needs of lower forms in

secondary schools are as important as those of the upper classes. It is quite wrong to cater only for those forms about to take the School Certificate Examination. If fairy tales are popular, there is no disgrace in having them on the shelves of a secondary school library.

At every stage the books purchased should be the best of their kind that can be obtained. It is far better to have a small number of well-produced books in the library than a large number of cheap and shoddy editions. But a selection of simplified and abridged editions, mentioned in Chapter One, should find a place in all African school libraries.

There are many good series of classical and modern fiction and standard works of non-fiction. These must be selected with care from the series. Even if funds were unlimited, no school library would have a use for every book in a series. While the complete works of Dickens and Shakespeare, unabridged, have a place in all secondary school libraries, it is doubtful if the same can be said for such books as Rousseau's *Social Contract* and *The Mabinogion*, which may be published in the same series. Before any book is ordered, the librarian should ask himself, 'Who will use this?' If the answer is an unqualified 'Nobody,' the book should not be ordered. In the case of fiction, it is not always possible to answer this question with any degree of certainty, and experiments have to be made. Many people think that because the background of some stories is entirely foreign to African children they will not understand them. It has been said that only stories such as *The Arabian Nights* or *Salifu the Detective* will be appreciated or even understood. Whilst there is no denying the popularity of stories with an African background, there is also no denying the fact that African boys read and enjoy the Biggles books of W. E. Johns, girls enjoy Louisa M. Alcott, and both boys and girls like the Enid Blyton stories. One day we hope that there will be a wide field of children's literature written by African authors from which we can choose, but stories are needed now, the children of today cannot wait for stories to be written, and so libraries must introduce the favourite stories of other countries.

The Book

In many countries it is not possible to see books before they are bought. Ordering has to be done from advertisements, publishers' catalogues, reviews and on the reputation of the author and the publisher. Where a public library service exists, the staff should be written to or visited and asked to help. If the school librarian is fortunate enough to be able to examine books before buying he should examine these to make sure that:

The binding is strong enough to stand constant handling.
The paper is tough, but not bulky. Thick, bulky paper should be avoided, as it cracks and tears easily.

The type is legible and of a reasonable size. It should be well spaced.

The illustrations are clear and comprehensible, but they should not be regarded as the most important feature of the book. It is preferable for illustrations to be sewn into the sections and not merely stuck in. Pages of illustrations which are not sewn in very soon become loose and fall out.

Guides to Selection

Even if it were possible to see every book that is considered for purchase, no librarian is sufficiently expert to judge all branches of fiction and non-fiction. He must therefore look for help from the following:

- a. *The School Staff.* The teachers should be encouraged to make suggestions and give advice. Textbooks in their respective subjects should not necessarily be included. In this it is sometimes worth forming a school library committee, of staff and pupils, to assist the librarian. In many schools pupils cannot offer much help beyond suggesting the purchase of more books by their favourite authors, or more books on a popular subject, or on one not well represented in the library. A book can be kept in the

library for pupils to record the titles of the books they have enjoyed. This might serve as a guide to the librarian, but he is probably already aware of the most popular books from the record of books borrowed, and from the state of the books on the shelves.

- b. *The Local Public Librarian*. If there is a public library and it is not too far away, the school librarian should visit it and examine the stock of the children's department closely. The children's librarian will no doubt be willing to give personal assistance.
- c. *Book Lists and Bibliographies*. Lists of recommended books with notes compiled by experts are the greatest help to the schools which are far from bookshops and public libraries. The School Library Association and the National Book League both issue lists. (The addresses of these two bodies will be found in Appendix II.) Furthermore, the School Library Association devotes a large part of its quarterly journal, *The School Librarian*, to book reviews.

The following bibliographies will also be found useful:

1. *The Education Book Guide*. An annual publication which appeared first in 1956, published by the Councils and Education Press. It is a selected list of books in all subjects, and including fiction, which have appeared during the previous year; each subject is graded according to the age of the reader.
2. *A List of General Reference Books suitable for Secondary School Libraries* and *A List of Books on Librarianship and Library Technique of Interest to School Libraries*. School Library Association, 1950.
3. *Four to Fourteen*, compiled by Kathleen Lines. Published by Cambridge University Press for the National Book League, 1956.
4. *Books for Children, 1956-7*. A selection of 125 books published after the completion of *Four to Fourteen*. Published by Cambridge University Press for the National Book League, 1957.

5. *Science for All*. An annotated list of books for the non-specialist. Published by Cambridge University Press for the National Book League, 1958.
6. *Know-How Books*. An annotated list of do-it-yourself books for the handyman, and of introduction to science, art, history, and literature for the beginner and home student, by F. Seymour Smith. Thames and Hudson, 1956.
7. *The Concise Cambridge Bibliography of English Literature*; edited by George Watson. Cambridge University Press, 1958.

Items 1, 3, and 4 will be found of most use to senior primary classes, items 1, 2, 3, 4 and 6 to teacher training colleges, whilst all seven items should find a place in secondary schools.

- d. *Reviews*. Professional journals such as *Overseas Education*, *The Times Educational Supplement* and *West African Journal of Education* all contain reviews of books likely to be of interest to teachers and their pupils. Mention must be made of *The Times Literary Supplement*, a weekly which reviews books on all subjects. Most of the books reviewed are suitable only for the top forms of secondary schools, but special children's sections are issued from time to time.
- e. *Publishers' Catalogues*. During the past ten years publishers have paid increasing attention to the production of books for Africa, and most secondary schools and teacher training colleges receive a good supply of catalogues. Some of these state only the author, title and price, others contain annotations, and some are accompanied by prospectuses or specimen pages from certain books. The inexperienced librarian should be careful about ordering from the title alone: titles can be very misleading and sometimes they bear little relation to the real subject of the book.

A Balanced Stock

The librarian should aim to build up a balanced book stock. His own enthusiasm for a particular subject, or the enthusiasm

of any of his colleagues, should not result in a disproportionate purchase of books in certain subjects. A library which has forty books on art and only four on natural history has not got a balanced stock. If the librarian has difficulty in keeping a balance, he may find it helpful to allot his funds at the beginning of the financial year, giving so much to the purchase of fiction, and dividing up the remainder between the various branches of non-fiction.

Gifts. Most libraries receive gifts from time to time, and most of these are gratefully added to stock without any consideration being given to their suitability. Books given by former pupils are likely to be more suitable than those given by well-wishers or people weeding out their personal libraries. Many of the latter are not wanted any longer by their owners, who cannot bear to throw them away. So they are given away, and unless the school librarian is firm many volumes which will never be read may find their way on to the shelves. People wishing to present books should be asked courteously if the books can be seen before they are accepted. It cannot be too strongly emphasized that no library can grow into a useful part of the school on gifts of old books. The only way it can do this is by the regular purchase of books.

Second-hand Books. Certain books on history, exploration, and anthropology, which may be required in secondary school and training college libraries, are often difficult to obtain, except through a second-hand bookseller. It is not always easy to get them even second-hand, because many people may want the same book at the same time. If there is great demand for a book which is scarce, the price of a second-hand copy rises accordingly.

Secondary schools and training colleges should be on the mailing list of several second-hand booksellers specializing in books on Africa. These booksellers are usually ready to watch for copies of particular books, and will notify the librarian when they have obtained a copy. At the same time, the price will be stated, and if it is more than the school wishes to pay, the offer can be refused.

Ordering

Before ordering any book check the details of its author, title, and, if possible, publisher and price against the library catalogue, to make sure that the book is not in stock already. Check also the records of books on order locally to make sure that it has not been ordered already.

If there is no good local bookshop, it will be necessary to order by post either from a bookshop in the territory, or from one in Great Britain. The order should be typed in duplicate, the duplicate copy being kept for reference by the librarian. If no typewriter is available, orders should be written clearly in a duplicate book. The following particulars should be given:

Number of copies required.

Author.

Title.

Publisher.

Price.

Orders should be sent regularly, so that books are continually going into the library. One big order every year is not a good idea. Quite apart from the burden on the librarian, there is no point in delaying the purchase of books which the library can afford and which it should have.

Accessioning

To accession a book means to take it into the stock of a library, and record it, so that it cannot disappear without trace from the record. When new books are received, they should be checked, first by the duplicate order, and then by the invoice, to make certain that every item charged for has been received, and that the total is correct. If it is, the invoice is marked 'Correct', initialled, and passed on to the appropriate person for payment. Then the new books are entered in the Accessions Register. It is possible to obtain specially ruled Accessions Registers from firms supplying library equipment,

but a large strongly-bound ledger will do just as well. The following particulars should be recorded for every book:

Date of accessioning.

Accession number.

Author.

Title.

Classification number.

Some people think that we should add to the list the name of the publisher, the name of the bookseller, and the price of the book. The publisher's name will be recorded in the catalogue entry as a matter of course, and, if so desired, the name of the bookseller, and the price of the book, can be noted on the back of the catalogue card. There is no need to overburden the Accessions Register with information which will be given elsewhere. The suggested ruling for the Register is therefore as follows:

Date	Accession No.	Author	Title	Class. No.

The accession number is a simple running number given to books as they are added to stock. No two books can have the same accession number; if a book consists of several volumes, such as *The Oxford Junior Encyclopaedia*, then each volume will have a different accession number. Similarly, two copies of the same book will have different accession numbers. It is therefore most important that the Accessions Register is kept accurately, and that numbers for new books are written in the books as soon as they have been recorded in the register.

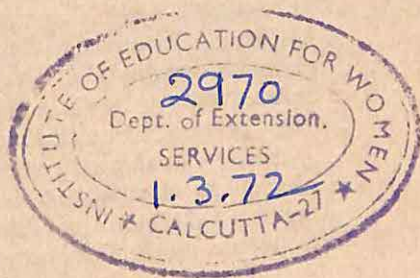
Withdrawing Books from Stock

As well as seeing that books are added to stock, the librarian also has to supervise withdrawals. Books need to be withdrawn from stock because they wear out, are lost, or damaged

beyond repair, or, in the case of non-fiction, are superseded by new editions.

When a book is to be withdrawn, particulars should be noted in the Withdrawals Register, giving date of withdrawal, accession number, author, title, and classification number, together with the reason for withdrawal. Some libraries record withdrawals in a Remarks column of the Accessions Register, but a separate record enables the librarian to see at a glance which books have been withdrawn over a certain period, and this saves having to check the entire Accessions Register.

The entries for withdrawn books in the Accessions Register should be crossed through, but the numbers should not be used again. Catalogue cards for withdrawn books are removed from the catalogue cabinet.



CHAPTER THREE

Preparing Books for Circulation: Stamping, Lettering, Classifying

AFTER a book has been accessioned, it has to be stamped, lettered, classified, and prepared in other ways, before it is ready to be put on the library shelves:

- a.* The book has to be marked as library property. This can be done either by the use of a special book-plate, or by the school stamp. Where the latter is used, it should be well-designed and not too large. Care must also be taken to secure a good impression and not to make an illegible blur. The stamp-pad needs to be well-inked, especially during the dry season, and blotting paper should be used to remove the surplus ink. The stamp should be used sparingly, marking only the inside of the front and back covers. Illustrations should only be stamped if this can be done on the back. Stamping spoils them, and it should not be necessary.
- b.* Treat the book with poison if necessary. (See Chapter Seven.)
- c.* Classify the book. (See below.)
- d.* Write the accession and class numbers in the book. Where a book-plate is used, space should be available on the plate for these details, or a special stamp can be used which can be stamped on the back of the title-page, particularly when the book-card system of lending books is used.
- e.* Mark the classification number on the spine. An electric stylus is the best way of doing this, it is most efficient and obviates the need for labels. The stylus can be purchased

for less than £4, but, of course, is useless for schools far away from an electricity supply. In such cases, lettering can be done with drawing ink, black ink on light-coloured bindings, and white ink on darker ones. Lettering should be even and not too large, and ideally it should be approximately the same distance up the spine on every book.

Acc. No.	Class. No.
Date	Checked

Stamp for back of title-page
containing details of book.

Labels are apt to come off in excessively dry climates when the gum or paste dries out completely. If they are used, they should be covered with a thin coat of varnish, or French polish, which will hold them to the book and keep them clean.

- f. Catalogue the book. (See Chapter Four.)
- g. Insert book-pocket, book-card, and label if this method of issuing books is used.
- h. If plastic sleeves are used for the preservation of the book-jacket and binding, fit one of these.

The book is now ready to be put into circulation, and, if there is a special place for new books, it should be shelved there.

Classification

Of the above processes, classification and cataloguing are the most technical. It is beyond the scope of this book to explain either in detail, but it is proposed to explain the broad principles of each and their application.

Schools with small libraries may ask why it is necessary to classify at all. If there are only 100 books in stock, it will not take long to look through them all and find the book required. Whilst it may be true that a library for the upper classes of a primary school can manage without using a proper classification scheme, it is certainly not true of secondary schools and training colleges. Furthermore, all libraries should be planned with an eye to the future, and on the assumption that they will grow. Any library, however small, should at least be divided into three main divisions: fiction, non-fiction and reference books.

Choice of Classification Scheme

Librarians are strongly advised to use a recognized scheme and to be beware of home-made schemes which are usually alleged to be easier to use and understand. Home-made schemes are never satisfactory and sooner or later they break down. The major book classifications are the work of experts who have made a lifelong study of the subject. A school librarian who attempts to make his own classification is wasting time and causing trouble for himself or his successor: the library will certainly have to be re-classified under a recognized scheme sooner or later.

It is often said that book classification as it is done in the public library cannot be understood by children. There is no need for the school library to classify its stock in such detail as the public library, and if the school library is well-guided and the shelves are labelled, where is the difficulty? It can be assumed that all pupils using a school library are able to read, and that they have received some instruction in the library's arrangement and use before being let loose among the shelves.

By classifying books, order is introduced to the book stock, and books on the same subject stand together, and near books on related subjects. And—most important to both librarian and reader—classification enables books to be found easily.

The Dewey Decimal Classification

This is the scheme of classification most frequently used. It was devised by Melvil Dewey, who was an American librarian. It is recommended for use in school libraries because there is an abridged version of the system which is comparatively easy to use. Dewey's system is used by most public libraries, and pupils should be able to pass from school to public library, and have little difficulty in following the arrangement of the latter.

The Decimal Classification divides all knowledge into ten main classes, as follows:

000—099	General Works
100—199	Philosophy
200—299	Religion
300—399	Social Science
400—499	Language
500—599	Science
600—699	Applied Science
700—799	Art and Recreation
800—899	Literature
900—999	History, Travel, Biography

Each of these main classes is then divided into ten divisions:

000 GENERAL WORKS	150 Psychology
010 Bibliography	160 Logic
020 Libraries and librarianship	170 Ethics
030 General cyclopaedias	180 Ancient philosophers
040 General collected essays	190 Modern philosophers
050 General periodicals	
060 General societies	200 RELIGION
070 Newspapers: journalism	210 Natural theology
080 Special libraries	220 Bible
090 Book rarities	230 Theology: Doctrine
	240 Devotional
100 PHILOSOPHY	250 Pastoral
110 Metaphysics	260 Church institutions
120 Special metaphysical topics	270 History of the Church
130 Mind and body	280 Churches and Sects
140 Systems of philosophy	290 Non-Christian religions

- | | |
|--------------------------------------|--|
| 300 SOCIAL SCIENCE | 670 Manufactures |
| 310 Statistics | 680 Mechanic trades |
| 320 Politics | 690 Building |
| 330 Economics | |
| 340 Law | 700 ART, RECREATION |
| 350 Administration | 710 Landscape and civic art |
| 360 Association and institutions | 720 Architecture |
| 370 Education | 730 Sculpture |
| 380 Commerce and communica-
tions | 740 Drawing. Decoration. Design |
| 390 Customs. Costume. Folk-lore | 750 Painting |
| | 760 Engraving |
| 400 LANGUAGE | 770 Photography |
| 410 Comparative philology | 780 Music |
| 420 English | 790 Games and amusements |
| 430 German | |
| 440 French | 800 LITERATURE |
| 450 Italian | 810 American |
| 460 Spanish | 820 English |
| 470 Latin | 830 German |
| 480 Greek | 840 French |
| 490 Other languages | 850 Italian |
| | 860 Spanish |
| 500 SCIENCE | 870 Latin |
| 510 Mathematics | 880 Greek |
| 520 Astronomy | 890 Other literatures |
| 530 Physics | |
| 540 Chemistry | 900 HISTORY, TRAVEL, BIO-
GRAPHY |
| 550 Geology | 910 Geography. Travel. Explora-
tion |
| 560 Palaeontology (fossils) | 920 Biography |
| 570 Biology | 930 Ancient history |
| 580 Botany | 940 Europe: modern history |
| 590 Zoology | 950 Asia: modern history |
| | 960 Africa: modern history |
| 600 APPLIED SCIENCE | 970 North America: modern his-
tory |
| 610 Medicine | 980 South America: modern his-
tory |
| 620 Engineering | 990 Oceania. Australia. Polar
regions |
| 630 Agriculture | |
| 640 House and home | |
| 650 Business | |
| 660 Chemical technology | |

Each of these divisions are in turn divided into ten sections:

- 790 GAMES AND AMUSEMENTS
- 791 Public entertainment (circus and cinema)
- 792 Dramatic art (theatre, acting)
- 793 Indoor amusements (dancing, hobbies)
- 794 Chess

- 795 Card and table games
- 796 Athletics. Outdoor sports and games
- 797 Swimming. Water sports
- 798 Horse riding and racing
- 799 Fishing. Hunting. Shooting

Further sub-division can be made after adding a decimal point:

914 Travel in Europe

- 1 „ Scotland
- 2 „ England
- 3 „ Germany
- 4 „ France
- 5 „ Italy
- 6 „ Spain
- 7 „ Russia
- 8 „ Scandinavia
- 9 „ Other countries of Europe

916 Travel in Africa

- 1 „ North Africa
- 2 „ Egypt
- 3 „ Ethiopia
- 4 „ Morocco
- 5 „ Algeria
- 6 „ North Central Africa (preferably West Africa)
- 7 „ South Central Africa (preferably East Africa)
- 8 „ South Africa
- 9 „ Islands of the Indian Ocean

The above arrangement of the various parts of the African continent is far from ideal, as it gives undue prominence to North Africa at the expense of the rest of the continent. Schools might therefore delete 'Islands of the Indian Ocean' which does not really belong in 916 and use the number 916·9 for their own country.

Whilst the classification scheme as printed should be altered as little as possible, some alterations can be made, and may be necessary to suit local conditions. Most schools will wish to

shelve Class 400, Language, and Class 800, Literature, side by side, for convenience. And on looking through the outline of the scheme, other variations will come to mind. It will be seen that Class 200, Religion, concerns itself very largely with Christianity, grouping all non-Christian religions together at 290. Muslim schools, therefore, may wish to take one of the sections relating to Christianity and make their own divisions for Islam, which might be as follows:

- 280 ISLAM
- 281 Muhammad
- 282 Koran
- 283 Hadith
- 284 Muslim festivals
- 285 Pilgrimage
- 286 Muslim philosophers and mystics
- &c.

Similarly, under Classes 400 and 800, African languages and literatures are grouped under 490 and 890 respectively. Here again, if necessary, unused divisions of the class could be taken over and used for local languages and literatures. It is, however, most important that all alterations should be recorded as they are made, or succeeding librarians may be unaware of them and start to make their own variations.

There is another classification scheme, the Bibliographic Classification of H. E. Bliss, also an American, which uses the letters of the alphabet instead of figures. This gives twenty-six divisions to each class as opposed to ten in Dewey, and there are, of course, twenty-six main classes. As a result, important subjects are not crowded together. It is not, however, suggested that schools should use this scheme as it is more difficult to apply than Dewey, and no abridged editions exist at present. Work on an abridged edition is in progress and the Bliss Group of the School Library Association in London reports that it has so far abridged half of the twenty-six main classes. The eighth abridged edition of Dewey costs 52s. and should be adequate for secondary schools and training colleges. Other school

libraries might find useful a booklet entitled *How to find a Book* published by Libraco Ltd. (see Appendix III) at 1s. This gives the classes, divisions, and sections of the Decimal Classification, together with a shortened form of the relative index. Any library which uses three figures of Dewey should be able to sub-divide beyond the decimal point later on, if this becomes necessary.

Rules for Classifying

1. Find the most specific or exact number possible for the book, i.e. when classifying a book on drawing, give it the class number, 740, Drawing, and not the general number, 700, which covers all branches of art.

2. If a book deals with many aspects of a subject, as, for example, is the case with *The Wonder Book of Science*, which covers all branches of science, it should be classified at the general class heading which covers all. In this case, 500.

3. Where a book deals with two or three subjects, the contents list should be examined to see if any subject is dealt with more fully than the others. If so, the book should be classified by this subject. If all are dealt with equally, the book should be classified by the subject first mentioned on the title-page, e.g. a book entitled *Heat, Light, and Sound* would be classified at 536 the number for Heat.

4. Discover the exact subject of the book. Titles are often misleading, and it may be necessary to look at the contents list or even read parts of the book. A book entitled *The Concise History of Art* deals with art, not history, and is classified at 709. Similarly, *The Shorter Encyclopaedia of Islam* should be classified at 297, Islam, and not 030 with the general encyclopaedias.

5. Dewey provides the division 920 for Biography, and divides it according to the professions or work of the people concerned:

920 BIOGRAPHY

921 Lives of philosophers

922 „ „ clergy, preachers, missionaries

- 923 Lives of kings, politicians, lawyers, soldiers
- 924 „ „ philologists
- 925 „ „ scientists
- 926 „ „ inventors, engineers, doctors
- 927 „ „ artists, actors, sportsmen
- 928 „ „ writers

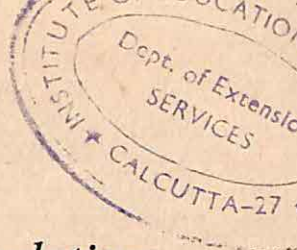
The simplest way to deal with biography in the school library is to classify books containing the collected lives of several people, such as *Men Who Served Africa* at 920, and individual lives at 921. Individual lives should be marked with the first three letters of the individual's name below the class. number—for example,

Lion of Africa: the story of David Livingstone
would be classified 921

LIV

This same practice can be used in Class 800, Literature, under the headings 821—Poetry, 822—Drama, and 824—Essays, thus *The Poetical Works of William Wordsworth* would be classified 821

WOR.



CHAPTER FOUR

Preparing Books for Circulation: Cataloguing

THE catalogue is a guide to the complete resources of the library. It might be thought that the Accessions Register does this, but it would not be strictly true. The Accessions Register is a list of the contents of a library, arranged in the order in which the books were added to the stock. A reader looking for a particular book might have to look through the whole register before he found what he wanted. The catalogue, on the other hand, is arranged in a definite order which is likely to be helpful to readers, either alphabetically by authors or classified by subjects. Readers who are searching the shelves for a particular book will find the books on the same subject together—but they do not know about those books which are out on loan. The classification cannot show them all the books in the library on any subject. Only the catalogue shows a complete record of all the books in the library.

Types of Catalogue

1. *Author Catalogue.* This shows all the books in the library under their authors. It is arranged in alphabetical order of authors' surnames.

2. *Title Catalogue.* This catalogue shows whether the library has a book with a certain title. Arrangement is alphabetical by the first word of the title, not an article—for example, *The Young Detectives*—would be filed under Y. This type of catalogue is usually incorporated with the author catalogue.

3. *Classified Catalogue.* In this the books are listed under the various subjects. Arrangement is made according to the

classification used; with Dewey, it would start with 000, General Works, and end with 999, History.

4. *Subject Catalogue*. This is similar to the above, but it shows what books the library has on various subjects, arranged alphabetically. Drawing is arranged under D, and Painting under P.

Choice of Catalogue

The most usual requests in the school library will be made for fiction by author and title, and for non-fiction by subject. Therefore it will be necessary to have an author and title catalogue for the fiction, and a classified catalogue for the non-fiction. The classified catalogue is superior to the subject catalogue because it brings together books on related subjects, and it does not separate them as does the subject catalogue. In the classified catalogue, for example, books on animals are entered after books on fish, reptiles, and birds, but in the subject catalogue they come between agriculture and art. In addition, choice of subject headings has to be very carefully made if readers are to find what they want.

It may be necessary to give alternative headings, so that, for example, a child looking for books on painting might look under Art. There must always be a *see* reference from the alternative heading to the chosen one which gives the full details of the book, and a *see also* reference to related subjects.

See reference: CERAMICS

see

POTTERY

See also reference: ART

see also

DRAWING, PAINTING, SCULPTURE

These references do not have to be made in the classified catalogue, but, as nobody can be expected to know the classification scheme off by heart, a subject index should be provided so that the classified catalogue may be more easily used.

The index is made by taking one card for each subject and writing on it the name of the subject and its classification number, thus:

ANIMALS—599

There is no need to make further cards for individual animals, such as Horses, Elephants, or Camels, as books on these will all be found together at 599. The cards in the subject index will be filed in alphabetical order of subject.

Making the Catalogue

The catalogue should be made on the same principles as the public library catalogue, but the entries can be simplified. There are many rules for making the entry, but the school library need only concern itself with a few.

The catalogue should be made on cards, and not in a book, as it is impossible to insert new entries in a book and still keep the alphabetical or classified sequence. Ruled cards 5 by 3 inches should be purchased; if the cards are going to be typed, unruled ones will do. One card is used for each entry.

Cabinets to hold the cards are made in all sizes and may have one or more drawers. It is possible to buy expensive ones made of hardwood or cheaper ones made of white-wood covered with cloth or plastic material. The latter are quite satisfactory for the school library, and they can be purchased in units containing two, four, or six drawers, further units can be added as required.

The Entry

The most important details about a book are the name of its author and the title, but certain other items should also be mentioned in the entry:

Name of publisher
Date of publication
Number of pages, or volumes if more than one

Illustrations, if any
 Accession number
 Classification number

The name of the publisher will be found on the title-page, together with details of the author and the title. It should be recorded as briefly as possible, e.g. Collins, *not* Wm. Collins & Sons. The date will usually be found on the front, or back, of the title-page. If several dates appear, the one to be given on the card is the last one which refers to the book being catalogued. The date of publication is specially important in technical books, and books on world affairs. A reader looking for information on modern Germany will have no use for a book published in 1939.

The number of pages in a book gives the reader some idea as to whether the book gives a detailed examination of the subject or is merely an outline. Illustrations, maps, diagrams, &c., add value to a book, and a note about them in the catalogue may help a reader to decide between two books, one of which is illustrated and the other not.

It is useful to have the accession and classification numbers on the catalogue card. The latter will refer readers from the catalogue to the place on the shelves where the book may be found. If the book is out, it can be traced by its accession number in the record of books borrowed.

How the entry appears on the card:

	5"	
	Author's surname, Forenames (or initials)	
	Title	
3"	Publisher's name, date. Pages, illustrations, &c.	
	Accession number	Classification number

So that in an entry for *Treasure Island* in the author catalogue, we should get this:

STEVENSON, Robert Louis

Treasure Island

Harrap, 1954. 320 pp., illus., map.

1292

Fic.

This layout should be used for every entry, whether fiction or non-fiction. The appearance of the catalogue will be improved if care is taken to set out each entry the same. It should not be difficult to keep the lines straight if using ruled cards or plain cards with a typewriter, but care should be taken with the left-hand margin. The heading should be set in $\frac{1}{2}$ -inch from the top left-hand side of the card, the title should be set in from the headings, but the name of the publisher should have the same margin as the heading, so that it is exactly below it. In author and classified entries, the author's surname will be written, or typed, in block capitals; in title entries, the title will appear in block capitals. Examples of the layout for all three types of entry are shown. *Title Entry:*

TREASURE ISLAND

by Robert Louis Stevenson.

Harrap, 1954. 320 pp., illus., map.

1292

Fic.

Classified Entry using Dewey Decimal Classification:

599

DURRELL, Gerald M.

The Overloaded Ark

Faber, 1953. 238 pp., illus., map.

1369

If a second copy of any book is purchased, there is no need to make another entry if the year of publication, number of pages and illustrations are the same. All that need be done is to add the accession number of the second copy to the card below the first one. If there are differences in the date, &c., then a new entry must be made. Finally, the cards are filed in the appropriate drawers in the cabinet. In the author catalogue, arrangement is alphabetical by authors; in the classified catalogue, it will follow the sequence of the classification. Cards for different books by the same author are arranged alphabetically by the first word of the title, not by an article, for example:

BUCHAN, John	Greenmantle
BUCHAN, John	Prester John
BUCHAN, John	The Thirty-nine Steps

Cards in the classified catalogue which bear the same number are filed in alphabetical order of author:

297	GUILLAUME, A.	Islam
297	MAHMUD, S. F.	Story of Islam
297	NICHOLSON, R. A.	Mystics of Islam

Guide cards made of stiff card, 5 × 3 inches, and having a projecting tab, should be provided. The tabs bear either letters of the alphabet, or classification numbers, and enable readers to find their way about the catalogue more easily.

Rules for Cataloguing

The school librarian need not trouble with all the rules used by the public library. Most of the books which enter the school library can be catalogued without difficulty, but certain problems do arise, particularly with regard to authors' names. To help the school librarian in such cases, the following rules are given:

1. Ignore abbreviations in a name, and arrange names beginning with Mc, M', or St. as if they were spelt: Mac, Mac or Saint.

2. Where an English name has a prefix, arrange as though the prefix were part of the name:

DE LA MARE —

DE SELINCOURT—both filed under 'De'

3. In foreign names, ignore the prefix and arrange under the name which follows:

LA FONTAINE—filed under 'Fo'

4. Names joined by a hyphen are to be arranged by the first name:

HEATH-STUBBS—filed under 'H'

QUILLER-COUCH—filed under 'Q'

5. When an author uses a pseudonym (assumed name) this is to be used unless the real name is better-known:

TWAIN, Mark *not* CLEMENS, Samuel

6. Arabic and Hausa authors are entered under their personal names, followed by the names expressing relationship, e.g. *abu* (father), *ibn* (son), and by any name or names derived from the author's birthplace, or from some circumstance connected with his life or character. Hausa names usually consist of the personal name(s) followed by the name of the birthplace.

Arabic	ABDERRAHMAN	Ben Abdallah Ben Imran
author:		Ben Amir Es-Sidi
		Tarikh es Soudan.
Hausa	ABDULMALIK	Mani
author:	Zuwan	Turawa Nijeriya ta Arewa.

In both cases, the public library would make references from each of the names not used. This should not be necessary in the school library, provided that the pupils know the rule.

7. When the author is unknown, a book is said to be an 'anonymous' work and the entry is made under the title:

ARABIAN NIGHTS

This rule also applies to such works as the Bible and the Koran.

8. Government and other official publications are to be entered under the name of the country, or town concerned, followed by the name of the ministry or department responsible:

SUDAN. Ministry of Education
ACCRA. Town Council

But when a library is cataloguing the official publications of its own country then it is preferable to make the entry under the name of the ministry, or department, followed by the name of the country:

EDUCATION, Ministry of. Sudan

This will make the catalogue easier to use, and a person looking for the publications of a particular ministry will not have to search through a mass of entries headed SUDAN, or any other country.

9. The publications of institutions are entered under the name of the place where the institution is situated:

FREETOWN. Fourah Bay College

10. The publications of societies are entered under the name of the society:

NIGERIAN FIELD SOCIETY

11. Books with two authors are dealt with thus:

Main entry: MARSH, Zoe, *and* KINGSNORTH, G. W.

An Introduction to the history of East Africa.

Added entry: KINGSNORTH, G. W., *joint author*,
see

MARSH, Zoe, *and* KINGSNORTH, G. W.

An Introduction to the history of East Africa

12. Books with more than two authors are entered under the first, followed by the words *and others*:

TREASE, Geoffrey, *and others*

In the school library there is no need to make added entries for the other authors.

13. Stories by different authors, which have been collected by an editor, are entered under the name of the editor, followed by the abbreviation 'ed':

PARKER, E. W., *ed.*

14. If an author is a doctor, professor, general, or possesses any similar title, this fact is ignored in cataloguing, and only his name appears on the card. The title '*Sir*', is, however, always included:

JENNINGS, *Sir Ivor*

15. Capital letters are only used in the title for the first word not an article, and for proper nouns and adjectives formed from them:

A Guide to health education in tropical primary schools.
The Lands and peoples of East Africa.

Shelving the Book

When cataloguing has been completed, the book is ready to be put into the library. But first it should be checked by the librarian to make sure that everything which should have been done has in fact been done. If it has, the librarian initials the bottom right-hand square of the stamp on the back of the title-page.

If the library has a special shelf for new books, then the book will be shelved there for a few months, after which time it will be put in its proper place on the ordinary shelves. The books are arranged from left to right in each bookcase or bay of shelving, starting from the left-hand side of the top shelf. The only time when it is permissible to shelve from right to left is in the case of Arabic books, which may be more conveniently arranged in this way.

CHAPTER FIVE

Methods of Lending Books

THE main purpose of a library is to make books available to the readers. Having organized the books, the next task is to get them used. The library should be open regularly each day to the whole school. But where lack of space prevents the library from being open to the whole school at once, it may be necessary to set aside certain days for each class.

Library Committee

Many schools appoint a library committee to discuss the policy, and the problems of the library officers and the other members of the school. Matters discussed by committees include such items as the making of rules, lost books and book selection. The committee should realize that it exists to help, and not to hinder, the librarian in his work.

Rules

Library rules are a necessity, but they should be as few as possible. They should relate to such things as the hours of opening, conditions of loan, and conduct in the library. They should be listed, placed on the library notice-board and they should be strictly enforced. A list of library monitors, and their days on duty, should also be put on the notice-board.

Library Monitors

Several library monitors should be appointed to ensure that the work does not fall on one or two people only. Monitors can be chosen from the middle and upper school: in this way there is always somebody in training, and the issue of books does not come to a standstill when the top form leaves the

school. It should not be necessary for the librarian to be present every day when the library is open, but he should go there fairly frequently to make sure that the library is open at the specified time, and that correct records are being kept.

Library books should be available for the staff to use during class-time, and at other times, when it is locked with nobody in attendance, it should be possible for them to be able to consult a book quickly. The simplest way to achieve this is for a key to be given to somebody who is normally always on the school premises, such as the librarian or the senior library monitor, or both. It is more convenient for the senior monitor to have his own key, which he can give to the other monitors without having to trouble the librarian every day. Alternatively, a key can be kept in the Staff Room.

The Issue Desk

The issue desk should be conveniently placed near the door, and it is best to arrange it so that the issue and return of books are dealt with separately. This means that readers can be attended to quickly. The issue desk is dealt with in more detail in Chapter Eight.

Methods of Issue

1. *Borrower's Register.* The record of loans is kept in an exercise book specially ruled for the purpose:

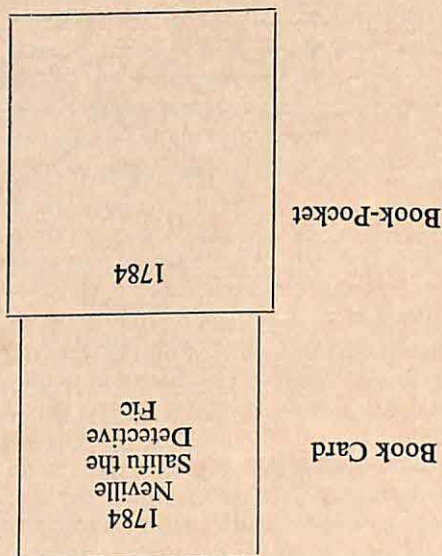
DATE DUE FOR RETURN: 23.10.59

Date of issue	Author	Title	Borrower's name	Form	Date returned
9.10.59	Neville	Salifu the Detective	George Oke	4A	15.10.59

2. *Book Slips.* This method is frequently used in university libraries. Slips of a convenient size, say 5 × 3 inches, are ruled into divisions for author, title, accession number, borrower's

Pupils may receive tickets, but they are not essential, and the system can be operated quite well without them. If tickets are used, they should be in the form of a small envelope like a book pocket. Book-pockets, with pupils' names and forms written on them, can be used. If tickets are not used, book-cards must be large enough to contain the pupil's name, form, and the date on which the book is due for return.

METHODS OF LENDING BOOKS



Stationery needed for Method 4.

When books are issued the book-card is removed and is put in the borrower's ticket, or the borrower's name and form are written on it. In both cases, the date on which the book is due for return should be stamped or written on the label. At the end of the day, the book-cards are put into accession number order, and filed in boxes, or special wooden trays.

name and form. The borrower fills in one of these for the book he wishes to take, and hands it to the librarian. At the end of the day, the slips are filed in order of author's name. When the books are returned, the slips are withdrawn, and may either be destroyed or kept for record purposes.

3. *Individual Cards.* Every pupil has a card which bears his name and form at the top. The rest of the card is ruled into columns for recording the date of issue, author, title, and return.

4. *Book-card, Book-pocket, and Ticket.* This method is commonly used in public libraries. Each book is provided with a book-pocket, book-card, and date label. The pocket, which is in the form of a small envelope, is gummed to the inside front cover of the book. The card, which bears such details as accession number, author, and title, is placed in the pocket. The date label is divided into spaces in which the date for return may be stamped or written. It is gummed into the book on the opposite page to the book-card and pocket.

— SECONDARY SCHOOL LIBRARY

Book should be returned by last date stamped below

1784 Neville Salifu the Detective Fic.	
Date due	Borrower's name and form

Type of book card needed when no reader's ticket is used.

Choice of Method

When deciding which method to choose, the following points must be taken into consideration.

1. The size of school and number of pupils likely to be using the library at any one time. A small school can manage quite easily with Methods 1, 2 or 3, but in a large secondary school, it may be necessary to adopt Method 4, as it is quicker.

2. There is some amount of work involved in preparing books if Method 4 is used, i.e. making book-pockets and the cards, and pasting in of the labels. If there is a craft class, it could make the pockets and cards; if not, these could be made by library monitors. Whilst it takes a long time to prepare the stock of a large library for the adoption of Method 4, it savs time in the long run. All new secondary schools should consider adopting Method 4 from the beginning; the work of preparing books in this way is not great if it is done gradually as they are added to the stock.

3. *Overdues.* It is useful if the method of issuing books is one which shows quickly which books are overdue. Method 1 involves looking back through the register, though if entries are crossed out as books come in, entries for unreturned books are not difficult to find. If each day's record is headed with the date in red on which the books should be returned, overdues are brought quickly to the eye. In Method 3, a periodic check of each pupil's card has to be made, but in Methods 2 and 4 overdues are more easily discovered. There should be no real difficulty in recovering library books in a school, particularly in a boarding school, provided that offenders are reported to the Headmaster before their books have been overdue for very long.

4. *Record of Reading.* Individual reading tastes may be of interest to the librarian and other members of Staff. If Method 3 is used, it is possible to see at a glance how much a pupil is reading and what each borrows. There is always the possibility, however, that some boys will borrow books very frequently and not read them, just for the sake of trying to create a good impression. It is possible to find out what has been read in Method 1, but the work of looking back through the register takes a longer time. This is not possible with Method 2, nor Method 4, when readers' tickets are used. When they are not used and the borrower's name is written on the book-card, it is possible to discover the popularity of each book. This can also be done by counting the number of times the date label has been stamped.

Staff

Issues of books to the Staff are perhaps best recorded separately in an exercise book, but a watchful eye should be kept on overdues, and no teacher should be allowed to keep a particular book for a whole term.

In remote communities, requests to borrow books may be made by people having no connexion with the school. It is unwise to grant these requests; the use of the school library by outsiders raises many problems. There should be no

objection, however, to the occasional consultation of reference books by outsiders.

Stocktaking

Stocktaking should be carried out once a year by the library monitors, under the supervision of the librarian. If the library has a classified catalogue for the non-fiction, and an author catalogue for the fiction, these two catalogues can be used to make the check. Both represent the order in which the books would stand on the shelves if none were borrowed. One monitor will take a drawer from the catalogue, and another will call out to him the authors and titles of books on the shelves. The cards for these books will then be ticked on the back and the date will be written against the tick. 12.12.59 would mean that the book was checked in 1959. Cards for books not found on the shelves can either be removed from the drawers or tipped up so that they project from the drawer. When all the stock has been checked, the cards for books not seen should be checked against the record of books on loan or being rebound, and against books put aside for repair. Finally, a list of books not found in any of these places should be made, and a thorough search carried out. If the books cannot be found, they will have to be written off and withdrawn from stock.

If the library has an author catalogue for both fiction and non-fiction, the check could still be made by the catalogue, but the work would take much longer. In this case, it is better to make a separate record for stocktaking, using a foolscap-size ledger or an exercise book with a strong cover. This record is made to last for some years, so that it is important to make it in a book which will stand handling. Using both the left- and right-hand pages, write the accession numbers for all the books in the library one below another down the left side of the left-hand page. Then rule the remainder of the left-hand page, and all the right-hand page, into columns, and at the top of each write the years consecutively, beginning with the one in which the record is to be first used (see diagram below).

Acc. no.	1960	1961	1962	1963	1964	1965	1966
88							
89							
90							
91							
92							
93							

Then one monitor takes the record for checking, and another takes books down from the shelves, calling out their accession numbers. The first monitor finds the numbers and places a tick in the column relating to the year in question. When all the library has been checked, the record of books on loan and those being rebound, etc., is also checked. Accession numbers, which still have not been ticked, are listed, and particulars of each book are obtained from the accessions register. A search is then made and the final procedure is exactly as described in the other method for stocktaking.

The librarian should not worry unduly over a few losses. If losses increase rapidly over a period, he might do well to look into the efficiency of the charging system and the library monitors. Restrictions against readers should not be used, except in very serious circumstances, and if respect for public property in general, and books in particular, is taught as soon as pupils enter school, these circumstances should never arise.

CHAPTER SIX

Newspapers and Periodicals

IN the secondary school and training college library, periodicals and newspapers are as essential as books. They give up-to-date information and help to bridge the gap between the books and day-to-day developments. In the primary school, however, the number of suitable periodicals is small, and these are chiefly concerned with the provision of entertainment rather than with information.

If accommodation is available, it is better to provide a separate reading-room for periodicals and newspapers. This room can either lead off the library or it can be near the library. The latter is probably the better arrangement, as it means that the reading-room can be opened independently of the library. While the library is only open at fixed times, the reading-room should always be open for consultation and recreation. Its contents are expendable unlike those of the library, and there is no need for rigid supervision.

Ordering

A list of suitable periodicals is given in Appendix II. This is a general list of periodicals published in Great Britain and America, but each of the African territories has its own publications, and those suitable for schools should be purchased. This also applies to newspapers; the local ones will obviously hold more interest than those from overseas, though a weekly such as *The Times Weekly Review* or the *Guardian Weekly* is useful for world news.

The best way to make sure of obtaining overseas periodicals regularly is to take out subscriptions. This can either be done

direct with the publisher of each periodical, or more simply through an agent, who will arrange subscriptions to any magazine. Schools who order through the Crown Agents can also obtain periodicals in the same way. Agents' addresses will be found in Appendix II. The subscription is the best way to obtain local periodicals in areas where there are no bookshops and where no reliable agent exists.

Checking

Subscriptions have to be paid in advance, usually for the forthcoming year, and once this has been done, it is necessary to keep a check that all issues paid for are being received. This can either be done on cards or in an exercise book. When cards are adopted, the same kind as are used in cataloguing can be employed. The 5 by 3 inches size is suitable for everything except daily newspapers. The cards should be ruled as shown below, and should bear the title of the periodical at the top

WEST AFRICA					Weekly. Subscription due: Supplied by:						
Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.
2nd											
9th											
16th											
23rd											
30th											

5 by 3 inches card used as a periodical check.

left-hand side, followed by the frequency of publication: that is whether it is weekly, monthly or quarterly. A note of the date when the subscription is due for renewal is also useful. The cards should be filed in alphabetical order, either in a one-drawer catalogue cabinet or, if not very numerous, they can be kept in a 'bulldog' clip. As the periodicals arrive, a record of the date of publication, or the number of the issue, should be made under the appropriate month on the card. In the case

of monthlies and quarterlies a tick will suffice. Should an issue not arrive, the firm to whom the subscription was paid should be informed. In the case of overseas periodicals, it would be wise to wait and see if the missing issue arrives in the next sea mail.

When an exercise book is used for checking, each periodical should be given a page, which can be ruled in the same way as the cards. Newspapers have to be checked in an exercise book, as more space is needed to divide the weeks into days.

All periodicals and newspapers should be stamped with the school stamp before they are put into the reading-room.

Display and Protection

Suggestions for displaying periodicals will be found in Chapter Eight. If funds permit, all periodicals should be kept in stiff covers, which will protect the paper covers and help save the periodical from dropping to pieces. Transparent plastic covers can be purchased with a cord down the middle. These are expensive, but cheaper covers of cardboard and coloured paper can be made by the art or handicraft classes.

Back Numbers

Back numbers should never be allowed to fill the reading-room. As each new issue arrives it should be placed in its protective cover and the back number should be removed. In the case of overseas publications, two or more issues may arrive at a time. These can be saved and put out in consecutive weeks, or several cases can be provided, and they can be put out together.

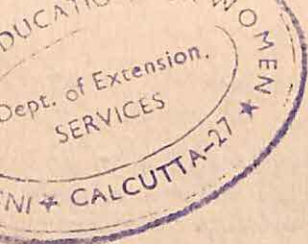
Back numbers of local periodicals should be kept if it is intended to bind them into volumes. Transactions of local geographical and historical societies containing information which may not be recorded elsewhere fall into this category.

Newspapers should be removed once a week. If the school keeps Press cuttings dealing with the locality, relevant items should be marked by the librarian and cut out by a monitor.

The Illustrations Collection

A useful collection of illustrations can be built up from items taken from old periodicals. Publications such as the *Illustrated London News*, *National Geographic Magazine*, and *Pictorial Education* provide particularly useful material. Local periodicals should also be used, but if it is wished to bind them at the end of the year it will be necessary to buy two copies.

The collections must be properly housed if they are to be preserved. Individual illustrations should be pasted on to sheets of thin card or stiff paper, and a series of small illustrations, all dealing with the same topic, should be mounted on one sheet. The reverse side is left blank, except for a note on the subject of the illustrations and the class mark for this subject. Illustrations need not be closely classified. When not in use, they should be filed in cardboard pamphlet boxes or in a steel filing cabinet in classified order.



CHAPTER SEVEN

Care of Books: Repairs, Binding

THE care of books in the tropics presents certain problems not encountered in temperate climates. The majority of these problems are caused by extremes of climate and insects. In countries in the tropical rain forest area, the humidity in the wet season encourages the growth of mould on certain types of binding. Where books are frequently handled and are almost constantly in circulation, mould does not grow readily; nevertheless, it does appear sometimes overnight, and can become quite extensive within twenty-four hours.

When the bookshelves are tidied, a watchful eye should be kept for signs of mould on spines. Any book needing attention should be wiped immediately with a clean, dry duster. A formula for preserving books from mould which has been used with success in several libraries is given below:

5 oz. mercuric chloride

5 oz. phenol

2 gals. spirit (pure or methylated)

If it is found on drying that white streaks are left on the book, the amount of mercuric chloride should be decreased to 4 oz.

Application of Solution

Apply with a paint-brush, first inside the covers, along the angle formed by the cover and the main body of the book, and around the inside edges, where the cover material is turned under the end-papers. Then paint the outside, but avoid the titling if it is gilt. Then leave the book standing in an open position until dry.

Precautions

1. The solution is poisonous; care should be taken not to get it into the mouth. Always wash your hands after using it.

2. Spirit evaporates quickly when exposed to the air, so the bottle should be kept tightly corked. Only pour out a little at a time, otherwise the solution will become too strong and leave a white powder on the books.

Most insects will be repelled by the use of the solution, but cockroaches seem more hardy than the rest, and to deal with them an Aerosol spray is recommended.

Excessive Dryness

In countries where the rainfall is light or moderate, there should be no trouble from mould, except perhaps for a short time at the height of the wet season. In these countries, the dry season is often excessively dry, and most of the moisture vanishes from the atmosphere. In these conditions, the covers of books tend to curl upward, and the pages may become very brittle. Without air-conditioning, the only remedy available is to use a book-support at the end of each shelf and press it tightly against the last book. This keeps the covers straight.

Handling

A respect for books does not come naturally to everyone, and it is advisable to teach pupils how to handle books before they start to use the library. They should be taught:

To use a bookmark, to mark a place, and not to turn down the corners of the pages.

Never to read a book with dirty hands.

To protect books from rain.

To turn the pages carefully with *dry* fingers.

Never to read while eating and drinking.

Never to place an open book face downwards.

Fines for overdue books may not be charged, but fines for damage should always be enforced, according to its seriousness.

Repairs

Books that are frequently used will inevitably need to be repaired at some stage. Pages become loose and torn, and the spine wears at the hinges of the back and the front covers. The librarian can instruct pupils how to carry out these repairs. The following should always be available:

Sharp scissors.

Gum—a good variety bought from a stationer's shop, and a plastic type.

Sellotape, but this is unsuitable in a very damp climate.

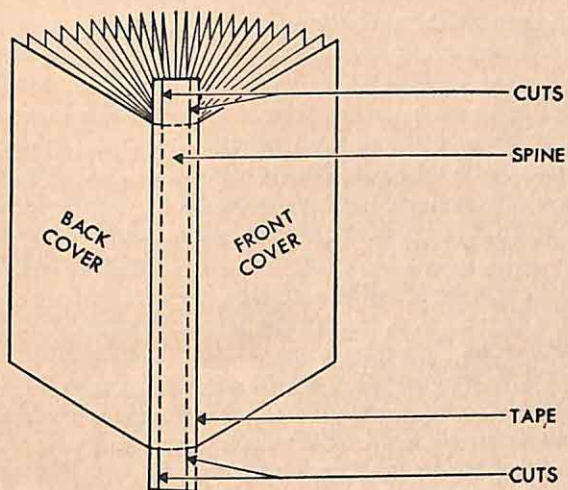
Cloth tape (preferably the self-adhesive variety).

Binder's thread and needles.

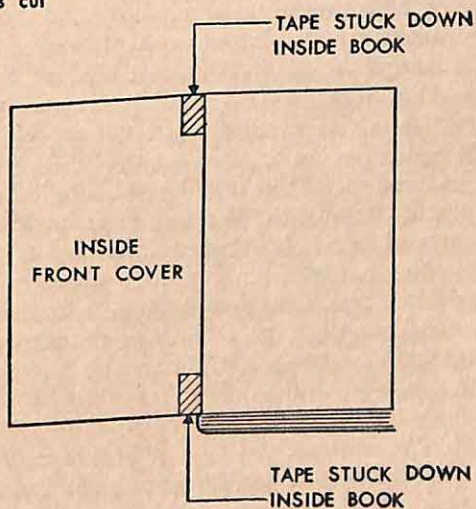
Good gum is essential. A flour-and-water mixture, whether liquid or solid, cannot withstand dry conditions and will result in the work having to be done twice. Plastic gum is a comparatively recent invention, and it is extremely durable, and useful for sticking loose cases and pages. It should not, however, be stored in large quantities, as it is apt to deteriorate. Similarly, Sellotape is not suitable for use in very hot climates, because the adhesive spreads beyond its edges, where dirt sticks to it.

The one occasion on which the use of flour-and-water paste is permissible is in the joining of torn pages. A sheet of tissue paper is placed under the page to be repaired, the two pieces are fitted together and the paste applied lightly to the top surface, a sheet of tissue paper is placed over this and the book is closed and left for a day. The tissue paper is then removed gently, and the torn page should be quite satisfactory.

Books with loose or torn spines can be repaired with self-adhesive cloth tape. This can be purchased in a variety of colours and widths, and it is simple to use, as the diagrams show. The tape should be cut so that it is at least 1 inch longer than the spine of the book to be repaired. It is then stuck to the spine so that a piece projects at both ends. These pieces are then cut in such a way that they can be fixed to the top and bottom of the front and back covers. If possible, the author,



Outside covers of book with
tape affixed and ends cut



Repairing a worn spine with cloth tape.

title, and class mark should be lettered on the tape, either with a stylus or with coloured ink.

Binding

Books which are too damaged for the simple repairs just described should be rebound. But it is not worth doing this if the pages are dirty or torn. If a book is both dirty and dropping to pieces, the librarian should have no hesitation in withdrawing it from stock. Likewise, books, such as simplified readers, should not be rebound, as the cost would be far greater than the cost of a new copy. A book should never be rebound if it would be cheaper to buy a new one.

It is possible to purchase binding kits for Penguin and other paper-backs of the same size. Instructions are enclosed and can easily be followed. An art class could make new covers for those simplified readers which are sewed together.

There are no firms of library binders in Africa, as there are in the United Kingdom, and though there are many individuals who call themselves bookbinders, their work is often of a very inferior quality. It is clearly uneconomical for every school and training college to have its own bindery, and it has been found that the most satisfactory and economical way of getting books rebound is to send them to library binders in the United Kingdom. When this is done, the books should be prepared by stripping off the covers. They should then be sent by book post if the quantity is small, or in sacks if it is large, to the chosen bindery. All these firms issue catalogues of the types of binding carried out, and the librarian should specify his requirements. If desired, new date labels and pockets will be affixed, and a supply of these should be included with the books. The class mark will also be lettered in the case of non-fiction.

Library Bindings

A large selection of books can now be purchased in what are known as library bindings. This means that the book is strongly bound in the first place. It is also possible to buy books in

plastic covers. With these the colour and freshness of the dust jacket last the whole life of the book.

Plastic jackets, and sleeves in various sizes and thicknesses, can also be bought, and fitted to new books as they are added to stock. The cost works out at about 4d. per volume and this is amply justified by the improved appearance of the bookshelves and the greater appeal of the books. A list of suppliers, both of books in library bindings and of plastic jackets, will be found in Appendix III.

Appearance of the Bookshelves

The librarian should always remember that, however good the stock of his library may be, pupils will not be attracted to the use of a dirty, dog-eared collection of books. Repairs should always be done as soon as defects are noticed, books requiring binding should be taken out of circulation, and books beyond either repair or rebinding should be withdrawn immediately.

Brown-paper covers on the books make a library look as uninspiring as one full of dirty and ragged books. The life of a library book is limited, but it is better prolonged with a plastic cover than with a brown-paper one.

Finally, the shelves should be kept tidy. This duty should be done by the library monitors after the library has closed for the day. It consists not merely of tidying the books, but also of checking their order: it is no good classifying the non-fiction and arranging the fiction in alphabetical order and leaving it. Books get out of order, and if they are left, it soon becomes impossible to find a particular book easily.

CHAPTER EIGHT

Furniture and Fittings

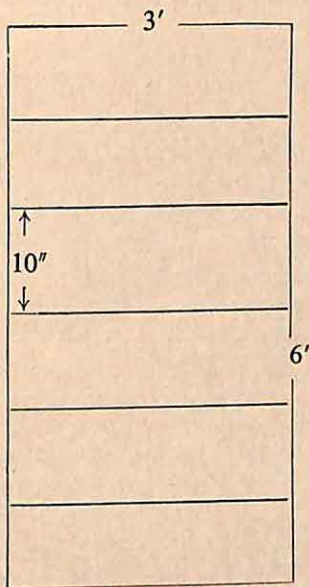
THE most important part of a library is the book stock. It is possible to make do with furniture not specifically designed for the library, but there is no substitute for books. If the funds do not permit of expenditure on furniture for a few years, it cannot be helped. It is better to spend the money on books rather than to have a well-furnished room in which the scanty collection of books is barely visible on the shelves.

Shelving

In this chapter, however, it is supposed that adequate funds exist for books and furniture. The first item is, of course, the bookshelves. These can be made of wood or steel. Steel is best because it resists the variations in climate and the attacks of insects. Furthermore, in some parts of Africa it is not possible to obtain seasoned wood, and furniture made with unseasoned wood is usually unsatisfactory. Where it is possible to obtain hard, seasoned wood, as in Ghana, there can be no objection to its use.

Steel shelving is made by firms of library suppliers, and office furniture-makers, and is in standard lengths. The most suitable dimensions for the school library are 6 feet high by 3 feet wide by 10 inches deep. The shelving is usually sold in bays, or units, of these dimensions, but it can be obtained 7 feet 2 inches high, which is useful for storage, and it can be made specially lower than 6 feet, for use in primary schools. There is room for 5 shelves in bays 6 feet high.

The arrangement of the shelving and the type, wall or island, depends on the size and shape of the room and the position of



Front view of book case of standard dimensions.

the windows. In tropical Africa, good ventilation is essential, and it is usual to find at least two walls of a room consisting almost entirely of windows. Wall shelving is impracticable where the wall is broken by several windows, and in these circumstances island shelving has to be used. Both types are sold in sections, and are easily assembled, a unit at a time. Wall shelving can be purchased with either an open or a solid back: the latter is to be preferred in the tropics, as it offers protection from termites, which may climb up the wall and attack the books from the back. Island shelving consists of sections, which are assembled in the same way as wall shelving, and then bolted together back to back. It is usual for the completed 'island' to consist of four or six units—that is, two or three per side.

Wooden shelving can also be purchased from library suppliers in exactly the same dimensions as steel. Adjustable shelves are a feature of each type. When wooden shelving is made by a local carpenter, it is advisable to give him the standard dimensions, otherwise the finished product may be too long and too wide. Wooden shelves longer than 3 feet are apt to sag, especially if the wood is unseasoned, when they are carrying a heavy load of books. Shelves wider than 9 inches are a waste of wood and a waste of space; they also tempt a librarian who is short of room to keep two rows of books, one behind the other, on the shelves. If the local carpenter can make shelves which can be adjusted, so much the better; if not, he should be instructed to allow 10 inches between each shelf. There should also be at least one shelf capable of taking books more than 10 inches high.

Bookcases with doors have no place in the school library. The doors take up space when they are open, and if they contain glass panels they will easily get broken. Doors mean keys, and keys mean delays, and thwart the use of the library. Do not have new cases made with doors, and remove the doors from existing cases. In a very humid climate glass does more harm than good by producing an even greater humidity inside the bookcase. In such an atmosphere mould flourishes. Doors may keep out dust, but dust does not settle if the books are well used and if the library monitors do their duty with dusters.

Cupboards

Cupboards are not recommended for library books, except as a temporary measure, until proper shelving is purchased. They can be used to store books, which for various reasons are not in use. Similarly, if the librarian has no separate room for doing repairs and processing new books, then a cupboard will be necessary to accommodate these.

Tables and Chairs

In some schools it may be necessary to use the same sort of tables and chairs as are used in the classrooms. But if funds

permit it is much better to provide a different type of table and chair in the library, so that they make it look less institutional, and more a place for recreation. Whatever type of chair is purchased, it should be strong and well-made.

The tables need not be all of the same pattern, but they should not be too large. A table 5 feet by 3 feet 6 inches will seat six people. In secondary schools the standard adult height of 2 feet 6 inches is suitable, but in primary schools lower tables, 2 feet 2 inches high, are preferable. With a table of 2 feet 6 inches, chairs should be 18 inches high, and with lower tables chairs should be 14 inches high.

Catalogue Cabinet

The catalogue cabinet is dealt with fully in Chapter Five; it is enough to say here that, if the cabinet has not a stand of its own, it should be placed on a table.

Periodical Rack

A periodical rack is necessary whether the reading-room is separate from the library or not. Although both wooden and steel racks can be bought from library suppliers, this is an item which can be made satisfactorily by a local carpenter. It can either take the form of a rack, with narrow divisions stepped up in tiers backwards, or it can be in the form of a small bookcase with narrow, vertical divisions, each taking one periodical. The latter type takes up less space, but does not display the covers of the periodicals as does the former type.

Some libraries provide double-sided, sloping tables for periodicals. These are not really satisfactory if they have to act as both display and reading tables, and they become extremely untidy.

A type of steel periodical rack is made which consists of four or five sloping shelves with ledges on which the periodicals rest. The shelves lift up, and underneath is another shelf on which back numbers may be stored.

Newspaper Stands

Like periodicals, newspapers should not be left lying about on tables. They are best displayed on sloping stands, which may be fixed to the wall, or on double-sided tables. The newspapers should be fastened to the stand by a strip of metal running down the centre. If metal is not available, wire or string can be used.

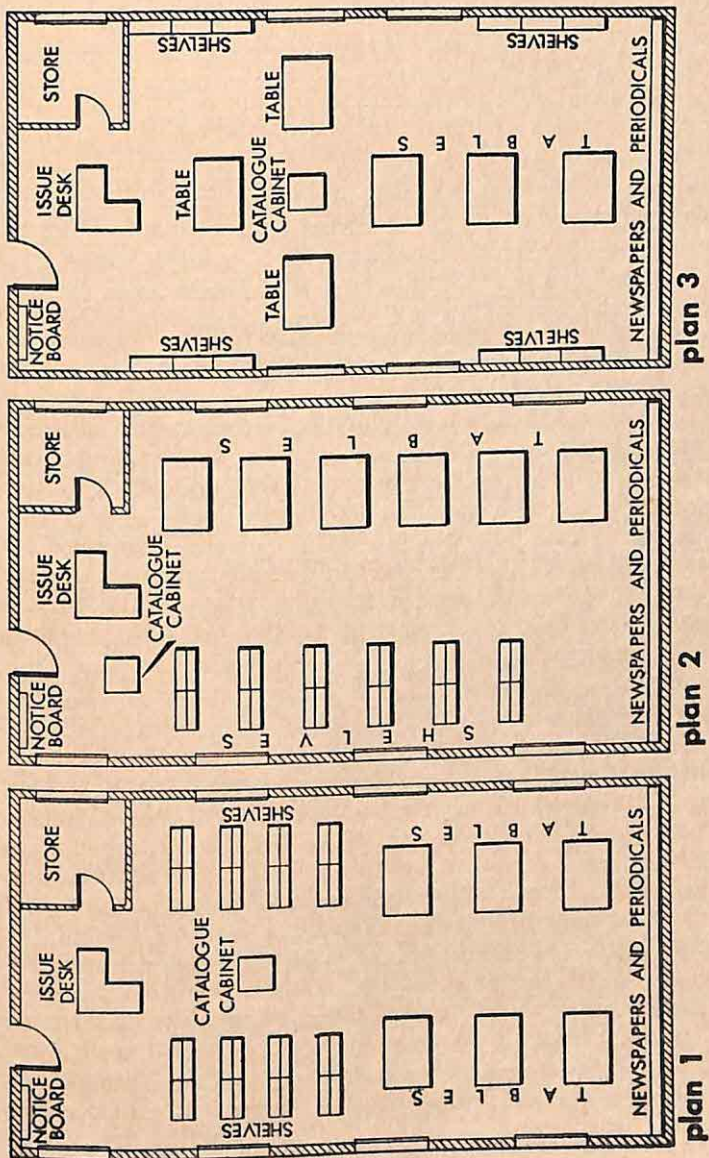
The Issue Desk

If a separate workroom or store exists for the librarian's use, then a very simple desk, or table, is all that is necessary for the receiving and issuing of books. But if there is no workroom, the desk should have large drawers, or a cupboard, in which stationery and repair materials can be kept. A carpenter can make quite easily a simple issue desk with three sides of table height, 2 feet 6 inches. It should have two shelves at the 'entrance' side for holding returned books until they are shelved, and a cupboard, or drawer, for holding the issue trays or whatever form of record is used. An improvised counter can be made by pushing together two desks or tables to form an L shape.

Lighting

There is usually no problem in lighting a library by day if there are windows on both sides of the room. It may, in fact, be necessary to reduce the glare. A veranda or overhanging roof will do this, but it may not be completely satisfactory in some areas, especially in the treeless areas where some schools are built. The best solution is the use of blue-glass louvres; if these are too costly, curtains should be provided.

It is assumed that the library will be open in the evening for study, if not for the issue of books, and good artificial lighting should be provided. Where there is electricity, fluorescent lighting is best. This gives a light which is free from shadows. But many schools have no such luxury and are dependent on kerosene pressure lamps. In the interests of safety, these



Suggested library plans 1, 2, and 3.

should be hung from the roof and not placed on lamp-stands which can be easily knocked over. A lamp hung from above will light a larger area than one placed low down.

Floor Space

It may be of interest to schools engaged in planning a new library to know that in the Carnegie Report of 1936 a minimum provision of from 35 to 40 square feet per pupil was recommended. This calculation was based on the maximum number of pupils using the library at any one time.

Schools with a one-form entry (160 pupils approx.), 1,050 square feet.

Schools with a two-form entry, 1,200 square feet.

The School Library Association report on secondary schools (1943) adopted the Carnegie recommendations, with an increase in the size of the library for two-form, and higher, entry from 1,200 square feet to 1,250 square feet.

CHAPTER NINE

How to use the Library

THE chief aim of the librarian should be to secure the maximum use of the library. This cannot be brought about if many of the pupils are confused by the machinery of organization. To be able to enjoy the library, pupils must receive instruction in its arrangement and the purpose of the catalogue and classification. They should know what alphabetical order means, the function of the various parts of a book, such as the contents table, index, etc., and how to use reference books.

It is not very satisfactory to give this instruction during the time that the library is open for the issue of books. The best way of doing this is to arrange one library period a week for each form. This is particularly important for the lower forms, and in the upper forms the time can be used as a test of the pupil's ability to work alone and to get information from books. Time given to library periods is certainly not wasted; the techniques used in a well-organized school library do not differ greatly from those used in university and public libraries. Thus, if proper training is given at the beginning it should be of great assistance later in life.

The First Form

Many of the pupils who enter the top forms of primary school will not have been inside any kind of library before. It is also probably true to say that some pupils reach a secondary school without even having used a library. It is therefore particularly important in a secondary school that instruction should begin as soon as pupils enter. In Great Britain, most children are near a public library service, and they may be members of the children's department. They have learnt to

find their way about the library, and know their favourite authors and where the books on various subjects are kept. Comparatively few African children have this advantage, and it is up to the school to introduce them to the world of books.

The pupils must first be taught that the contents of the library are public property, and must be respected. Reference should be made to the care of books (see Chapter Seven). The library rules and reasons for them should be explained at the same time.

The librarian should then take a book and point out its various parts, excluding the text, i.e. binding, covers, endpapers, title-page, introduction, foreword, contents list, and index. Alphabetical order should be explained; without a knowledge of this it is impossible to understand the order of the catalogue, the subject index, or the arrangement of the fiction on the shelves; neither can dictionaries and encyclopaedias be used. Plenty of practice should be given in this. As tests, pupils could be asked to put in alphabetical order the names of all the people in their form, or they could first deal with small groups of such names as:

FRANCIS, KOFI, SHEHU, TUNDE, EFIO, CHUKWUDI

When this has been mastered, they should be given collections of names all beginning with the same letter:

KOFORIDUA, KETA, KANO, KALAHARI, KENYA, KILIMANJARO

When the librarian is satisfied that alphabetical order is no longer a mystery to the class, he should ask pupils to look for specific authors in the fiction section. Later on they can move to the catalogue, and be asked to find the books by certain authors, on certain subjects, and with certain titles.

Introduction to dictionaries and encyclopaedias should follow, simple examples of each being used at the beginning.

The Middle and Upper Forms

A simple explanation of the processes of book-production should be given to the middle forms, and binding and repairs should be mentioned. The following books will be found useful:

Curwen *Printing*, published in Puffin Picture Books.
Boyd, etc. *Books, Libraries and You*, published by Scribner's.
How Books are Made, published by Nelson.

There should be further exploration into the resources of the reference section, and pupils should be told what information each book contains and how it is arranged. Progress should be tested frequently, by asking pupils questions which can be answered from the books being studied. Wherever possible, an attempt should be made to relate this work to class work in order to emphasize the value of knowing how to use books.

The pupils should be taught to use the index to a book to help them find information quickly. Encyclopaedias, such as the *Britannica* and *Chambers's*, both devote one volume to the index, which is relative—that is, it relates different aspects of a topic by indicating in which volumes information may be found. When using an encyclopaedia, there is a great temptation to go straight to the volume which contains the specific information without consulting the index to see if any other volume also contains information on the subject.

The upper forms can be set to compile book-lists which provide background reading from the library stock for subjects being studied in class. Pupils who are library monitors should be instructed in book repairs and in making new books ready for use. It is not wise to leave the work of accessioning, classifying, or cataloguing to pupils, except in exceptional circumstances.

Time should be given in every library period for browsing or undirected exploration, so that pupils can follow their own interests. This is particularly important in the lower parts of a school. The children should always feel that the library is a place for enjoyment and recreation, as well as for work. A collection of well-chosen and attractive-looking books will help to dispel the idea that books only exist to help people pass examinations.

CHAPTER TEN

The Library in the Teacher Training College

IT is doubtful whether any school library can be a real success unless the teachers are interested in books and realize the value of libraries. It should be the aim of every training college to make certain that no teacher sets out on his career without learning the value of a well-organized library. And he will only learn this if he has had the opportunity of using a good library while at his training college.

Far too little attention has been paid in the past to training college libraries, and many of them have been miserable collections of unsuitable books, often obsolete and in a poor state of repair. Fiction has frequently been completely neglected on the ground that no one was interested in reading anything but textbooks. As long as only textbooks and other non-fiction are provided, who can blame student teachers for not knowing that other books exist? When bookshops are few, it is important for teachers to see books elsewhere. This may be difficult enough after training, but it should not be difficult during training.

It may be that students who will eventually be teaching in primary schools in remote villages will not, through lack of funds, be able to organize suitable libraries for their schools. But this is no argument for not having a good library in all training colleges. On the contrary, a teacher with the recollection of a good library has a goal to aim at in his own school, even though achievement may be slow.

One of the aims of the school library is to introduce children to the world of books, not simply the world of textbooks, but

the wider world, which includes books for enjoyment. There must, therefore, be a plentiful supply of classical and modern stories in abridged as well as unabridged editions. Where lower grade teachers are concerned, abridged and simplified editions are all that is necessary. There should be also a smaller selection of stories suitable for children, especially stories with an African background. Teachers should remember that their ideas on books will not necessarily be the same as the children's ideas. This does not mean that the children are wrong, but only that their interests are different.

Mobile exhibitions of new books would be the answer to the book problems of isolated village teachers. If transport difficulties could be overcome, ministries of education could perhaps organize these exhibitions in the same way that the National Book League circulates exhibitions to schools in Great Britain. Alternatively, where a national public library service exists, exhibitions might be provided from this source. Seeing books listed in a publisher's catalogue is not the same as seeing the books themselves. Reviews of new books will be found in *The School Librarian*, *The Times Educational Supplement* and *The Times Literary Supplement*, and in many local newspapers and teachers' journals.

Library furniture in the training college should be the best that can be afforded. Village schools may have to have their furniture made by the local carpenter; if a teacher knows what dimensions the shelves and other items should be (see Chapter Eight), he can instruct the carpenter accordingly, and he will not end up with articles of incorrect dimensions or design.

All student teachers should be instructed in simple cataloguing and classification. A catalogue kept in a loose-leaf book is better than none at all, and even if primary school classification is restricted to division into the ten main classes of Dewey, it is a step in the right direction, and more detailed classification could easily be made later.

The art of book-repairing is more important for the primary school teacher than either classification or cataloguing. It should certainly be taught at training colleges, and all teachers

should know the nearest place to their schools where materials can be obtained.

Some time during their training, teachers should be put in charge of the charging system of the college library, so that they may know exactly how it works and realize the need for pursuing overdue books without delay. It is important that teachers accept the idea of free access to books, resulting in a few losses, perhaps, and genuine wear and tear on popular books. A library of clean, new-looking books, none of which is ever missing, is to be viewed with suspicion.

Finally, teachers in training must read widely outside their course. They must know something of the world of books before they can introduce others to it: the blind cannot lead the blind. They must be able to choose a story, read a little from it to their classes, and encourage pupils to go on and finish it for themselves. They should be able to recommend books, both fiction and non-fiction, and to use reference books. Even the village school should not be without its dictionary, one-volume encyclopaedia and atlas. In training colleges where teachers are trained to teach in the vernacular, the amount of literature available will be more restricted, but that does not remove the need for a library. It should most certainly exist, and stock all available literature in the vernacular of instruction.

The training college should incorporate its library into its course; it is part of a teacher's training and not an extra. Until this is done, there can be no permanent improvement in African school libraries, especially at the primary level. Buildings, furniture, and books may be there in abundance, but without teachers with interest and knowledge they cannot play their part.

APPENDIX I

List of Terms Commonly used Relating to Books and Literature

Accession. (n.). An addition to stock; (v.) to add to stock.

Accession Number. Stock number; a running number given to each book as it is added to stock.

Added Entry. Any entry made in the catalogue apart from the main entry.

Analytical Entry. An entry made for part of a book such as a book dealing with several subjects, or containing several individual works.

Author. The person, persons, or corporate body responsible for the writing of a book.

Basic Stock. The minimum number of books needed for the proper functioning of a library.

Binding. The cover of a book and the part that holds the pages together.

Catalogue. A list of the contents of a library.

Charging System. A method by which the loan of books is organized.

Classification. A method by which books are arranged in classes according to subject.

Collation. a. That part of the catalogue entry which describes the physical features of the book: number of pages; number of volumes if more than one; illustrations and maps, if any; height; b. checking a book to find out if it is physically complete, i.e. that no pages or illustrations are missing.

Contents List. A list of chapters and page numbers at the beginning of a book between the title-page and the text.

Dust Jacket. A paper cover given to most new books.

Edition. The total number of copies of a book issued from the same types at the same time.

End-papers. Blank leaves at the beginning and end of a book, pasted to the inside of the cover to strengthen it.

Entry. The record of a book in the catalogue.

Fiction. Literature of imagined events, events not founded on fact. Novels and short stories come into this class.

Format. The shape and size of a book.

Heading. The top line of the catalogue entry by which its order in the catalogue is determined.

Impression. The number of copies forming one *issue* (not edition) of a book; also, as opposed to edition, the unaltered reprint of a book from standing type or plates.

Imprint. The part of a catalogue entry which states the place and date of publication of a book, together with the publisher's name.

Index. An alphabetical list, usually at the end of a book, of subjects, &c., together with references to page numbers.

Main Entry. A catalogue entry containing the fullest particulars about the book. The chief entry, and for many books the only one.

Non-fiction. Books containing factual information.

Oversize books. Books taller than 10 inches, which are shelved separately.

'See' References. Entries in the catalogue from a heading which is not used, to one that is.

'See also' References. Entries in the catalogue referring from a heading to a related one. Only used in the subject catalogue.

Publisher. One who produces copies of a book and distributes them to booksellers for sale to the public.

Shelf Guide. A label used to show the class and subject of the books on a shelf.

Spine. The part of a book's jacket or cover visible when it is in place on a shelf.

Tier (Bay) Guide. An indicator placed at the top of a tier showing the subject of the books in that tier.

Title. The name given by an author to a book, poem, etc.

Title-page. The page at the beginning of a book giving particulars of subject, authorship, publication, &c.

APPENDIX II

List of Suggested Periodicals

(Prices are given for annual subscriptions)

<i>African World</i>	Monthly	22s. 6d.
<i>Animals</i>	Weekly	104s.
<i>Art and Craft Education</i>	Alternate months	17s. 6d.
<i>Books</i> (journal of the National Book League. Schools can become corporate members)	Alternate months	27s. 6d.
<i>Boys' Own Paper</i>	Monthly	16s.
<i>Eagle</i>	Weekly	30s. 4d.
<i>Finding Out</i>	Weekly	73s. 6d.
<i>Geographical Magazine</i>	Monthly	36s.
<i>Girl</i>	Weekly	30s. 4d.
<i>Guide</i>	Weekly	32s. 6d.
<i>History Today</i>	Monthly	42s.
<i>Hobbies</i>	Weekly	32s. 6d.
<i>Illustrated London News</i>	Weekly	154s. 6d.
<i>Junior Bookshelf</i>	Alternate months	17s. 6d.
<i>Keesing's Contemporary Archives</i>	Weekly	137s. 6d.
<i>Knowledge</i>	Weekly	104s.
<i>Life</i>	Alternate weeks	45s.
<i>Look and Learn</i>	Weekly	73s. 6d.
<i>Meccano Magazine</i>	Monthly	18s.
<i>Model Maker</i>	Monthly	27s. 6d.
<i>National Geographic Magazine</i> (U.S.)	Monthly	68s.
<i>Pictorial Education</i> (with quarterlies)	Monthly and quarterly	36s.
<i>Popular Mechanics</i> (U.S.)	Monthly	42s. 10d.
<i>Popular Science</i> (U.S.)	Monthly	49s.
<i>School Librarian</i> (free to members of the School Library Association)	Quarterly	24s.
<i>Scout</i>	Weekly	32s. 6d.
<i>Stitchcraft</i>	Monthly	22s.
<i>Times Educational Supplement</i>	Weekly	45s. 6d.
<i>Times Literary Supplement</i>	Weekly	36s. 10d.

<i>Times Weekly Review</i>	Weekly	36s. 10d.
<i>U.N.E.S.C.O. Courier</i>	Monthly	10s.
<i>Use of English</i>	Quarterly	17s. 6d.
<i>Wide World</i>	Monthly	28s. 6d.
<i>Woodworker</i>	Monthly	16s. 6d.
<i>World Sports</i>	Monthly	27s. 6d.

Also suggested are suitable magazines published in or about the various African territories, such as *West African*, *Nigerian Field*, &c.

- (1.) National Book League, 7 Albemarle Street, London, W.1.
- (2.) School Library Association, 29 Gordon Square, London, W.C.1.

Addresses of agents in U.K. to whom subscriptions to periodicals may be paid:

- | | |
|---|--|
| <p>a. William Dawson & Sons Ltd.
Cannon House,
Macklin Street,
London, W.C.2.</p> | <p>b. W. H. Everett Ltd.,
10 Friar Street,
Carter Lane,
London, E.C.4.</p> |
|---|--|

APPENDIX III

*Suppliers of Library Equipment
in the United Kingdom*

Books in library bindings.

Books with plastic jackets.

Re-binding:

1. James Askew & Son, Ltd.,
Corporation Street,
Preston.
2. George Blunt & Sons, Ltd.,
North Acton Road,
Harlesden,
London, N.W.10.
3. Messrs. Dunn & Wilson, Ltd.
(Book Sales Dept.),
Marionville Road,
Edinburgh, 7,
Scotland.
4. Harrod's, Ltd.,
Knightsbridge,
London, W.1.

Re-binding:

1. Cedric Chivers, Ltd.,
Portway,
Bath.
2. James Starr & Son,
Dawber Street Works,
Wigan.

Furniture:

1. Geo. M. Hammer & Co., Ltd.
Crown Works,
Hermitage Road,
Harringay,
London, N.4.
2. Libraco Ltd.,
Lombard Wall,
Woolwich Road,
Charlton,
London, S.E.7.
3. Luxfer, Ltd.,
Waxlow Road,
Harlesden,
London, N.W.10.

4. Roneo, Ltd.,
17 Southampton Row,
London, W.C.1.
5. Sankey Sheldon, Ltd.,
46 Cannon Street,
London, E.C.4.
6. B. Serota, Ltd.,
57 Downham Road,
Kingsland Road,
London, N.1.

Some of the above furniture suppliers may have agents in the various territories of Africa.

Plastic jackets:

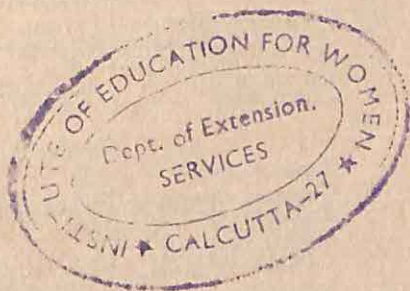
1. Duraplex (Plastics), Ltd.,
14 Caxton Street,
London, S.W.1.
2. Morol Ltd.,
21 Woodthorpe Road,
Ashford,
Middlesex.
3. Spurgins' Library Services,
Church Walk,
Eastwood,
Nottinghamshire.
George Blunt & Sons, Ltd.,
North Acton Road,
Harlesden,
London, N.W.10.

Plastic roll: (strong transparent sheeting with brown-paper backing, sold in rolls of two lengths and three widths. Enables libraries to make their own plastic jackets):

Repair materials:

1. Bind-Your-Own, Ltd.,
22 Charing Cross Road,
London, W.C.2.
2. Dryad Handicrafts,
Great Russell Street,
London, W.C.2.
3. Russell Bookcrafts,
Bancroft,
Hitchin,
Hertfordshire.
4. Philip & Tracey, Ltd.,
69-79 Fulham High Street,
London, S.W.6.

- Miscellaneous equipment, including book-cards, pockets, date labels, catalogue and guide cards, electric styluses:*
1. Woolston Book Co., Ltd.,
P.O. Box 17,
Gamble Street,
Nottingham.
 2. Libraco, Ltd.,
Lombard Wall,
Woolwich Road,
Charlton,
London, S.E.7.
- Plastic covers for periodicals:*
3. Cedric Chivers, Ltd.,
Portway,
Bath.
- Miscellaneous equipment, including library edge-binder, which binds with adhesive tape along the edge of thin materials:*
4. Don Gresswell, Ltd.,
129 Chase Side,
Enfield,
Middlesex.



APPENDIX IV

Selected List of Books Suitable for School Libraries

Titles marked with an asterisk are suitable for the libraries for senior classes of primary schools.

REFERENCE BOOKS

ATLASES AND GAZETTEERS

<i>Collins's Graphic Atlas*</i>	Collins	12s. 6d.
<i>Chambers's World Gazetteer and Geographical Dictionary</i>	Chambers	35s.
Debenham, F., ed. <i>3-D Junior Atlas*</i>	Harrap	9s. 6d.
Fage, J. D. <i>Atlas of African History</i>	Edward Arnold	30s.
Hazard, H. W. <i>Atlas of Islamic History</i>	O.U.P. ¹	48s.
<i>Oxford Atlas</i>	O.U.P.	55s.
<i>Oxford School Atlas*</i>	O.U.P.	12s.
<i>Philip's Modern School Atlas</i>	Philip	11s. 6d.
<i>Webster's Geographical Dictionary</i>	Webster	90s.

BIOGRAPHICAL DICTIONARIES

<i>Chambers's Biographical Dictionary</i>	Chambers	70s.
<i>Everyman's Biographical Dictionary</i>	Dent	12s. 6d.
<i>Webster's Biographical Dictionary</i>	Webster	90s.
and any publication relating to the lives of prominent people in the country where the school is situated.		

DICTIONARIES

English Language

<i>Chambers's Illustrated Children's Dictionary</i>	Chambers	10s. 6d.
<i>English Pronouncing Dictionary</i>	Dent	18s.
Fowler, H. W., & Fowler, F. G., eds. <i>Concise Oxford Dictionary</i>	O.U.P.	25s.
5th Edit. revised by E. McIntosh		
Fowler, H. W. <i>Dictionary of Modern English Usage</i>	O.U.P.	21s.
Hornby, A. S., <i>Advanced Learner's Dictionary</i>	O.U.P.	21s.
Gatenby, E. V., & Wakefield, H., eds. <i>of Current English, 2nd Edit.</i>	O.U.P.	21s.

¹ Oxford University Press.

Hornby, A. S., & Parnwell, E. C.	<i>English-reader's Dictionary</i>	O.U.P.	7s. 6d.
Jepson, R. W., ed.	<i>Junior Dictionary, illustrated</i>	Odhams	16s.
Thorndike	<i>Junior Illustrated Dictionary*</i>	U.L.P. ¹	21s.
West, M.	<i>New Method English Dictionary*</i>	Longmans	5s. 6d.

African Languages

Bargery, G. P.	<i>Hausa Dictionary</i>	O.U.P.	O.P.
Delano, I.	<i>Short Yoruba Grammar and Dictionary</i>	O.U.P.	12s.
Johnson, F.	<i>Standard Swahili-English Dictionary</i>	O.U.P.	18s.
Johnson, F.	<i>Standard English-Swahili Dictionary</i>	O.U.P.	18s.
McLaren, J.	<i>Concise Xhosa-English Dictionary</i>	Longmans	8s. 6d.
Snoxall, R. A.	<i>Concise English-Swahili Dictionary</i>	O.U.P.	6s. 6d.
Taylor, F. W.	<i>Fulani-English Dictionary</i>	O.U.P.	35s.
Wortabet, J., & Porter, H.	<i>Arabic-English Dictionary</i>	Lungar,	63s.
		New York; distributed by Blackwell	

Classical Languages

Lewis, C. T., ed.	<i>Elementary Latin Dictionary</i>	O.U.P.	21s.
Lewis, C. T., ed.	<i>Latin Dictionary for Schools</i>	O.U.P.	42s.
Liddell, H. G., & Scott, R., eds.	<i>Intermediate Greek Lexicon</i>	O.U.P.	45s.
Marchant, J. R. V. & Charles, J. F. eds.	<i>Cassell's New Latin-English, English-Latin Dictionary</i>	Cassell	21s.

Modern European Languages

Baker, E. A., ed.	<i>Cassell's New French-English, English-French Dictionary</i>	Cassell	30s.
Betteridge, H. T., ed.	<i>Cassell's German-English, English-German Dictionary</i>	Cassell	30s.
Mansion, J. A., ed.	<i>Harrap's Standard French and English Dictionary, Part I, French-English</i>	Harrap	60s.
	<i>Part II. English-French</i>		85s.
Rebora, P., ed.	<i>Cassell's Italian-English, English-Italian Dictionary</i>	Cassell	30s.
Richardson, E. L., &c., eds.	<i>Modern Portuguese-English English-Portuguese Dictionary</i>	Harrap	15s.

¹ University of London Press.

ENCYCLOPAEDIAS

Bennett, D. A.	<i>Golden Encyclopaedia*</i>	Publicity Products	17s. 6d.
<i>Black's Children's Encyclopaedia</i> 2 vols.		Black	70s.
Brade-Birks, S. G., ed.	<i>Teach Yourself Concise Encyclopaedia</i>	E.U.P. ¹	12s. 6d.
<i>Chambers's Encyclopaedia</i> , 15 vols.		Chambers	O.P.
<i>Collins's New Encyclopaedia</i>		Collins	35s.
<i>Everyman's Encyclopaedia</i> , 12 vols.		Dent	O.P.
Haddon, R., &c., eds.	<i>Pictorial Encyclopaedia*</i>	Sampson	17s. 6d.
Hill, J. C., &c., eds.	<i>Younger Children's Encyclopaedia*</i>	Low	
<i>Nelson's Encyclopaedia</i>		Odhams	18s.
<i>Odham's Encyclopaedia for Children*</i>		Nelson	35s.
<i>Odham's Children's Illustrated Encyclopaedia of General Knowledge*</i>		Odhams	30s.
<i>Oxford Junior Encyclopaedia</i> , 13 Vols. 2nd Edit.		Odhams	18s.
		O.U.P.	42s. per vol.
<i>English Literature</i>			
Harvey, Sir P.	<i>Oxford Companion to English Literature</i>	O.U.P.	38s.
Shakespeare, W.	<i>Cambridge Pocket Shakespeare</i>	C.U.P. ²	5s. per vol.
Shakespeare, W.	<i>London Shakespeare</i> , 6 vols.	Eyre and Spottiswoode	7 gns. set
Shakespeare, W.	<i>New Clarendon Shakespeare</i>	O.U.P.	5s., 6s., and 6s. 6d. per vol.
Shakespeare, W.	<i>Penguin Shakespeare</i>	Penguin	3s. 6d. per vol.
Shakespeare, W.	<i>Oxford Illustrated Shakespeare</i>	Books	
Shakespeare, W.	<i>Sisson Shakespeare</i>	O.U.P.	38s.
Ward, A. C.	<i>Illustrated History of English Literature</i> , 3 vols.	Odhams	27s. 6d.
Watson, G., ed.	<i>Concise Cambridge Bibliography of English literature, 600-1950</i>	Longmans	30s. each
Wilson, N. H., & Dobree, B.	<i>Oxford History of English Literature</i> , Parts 1 and 2	C.U.P.	20s.
	Parts 3 and 5	O.U.P.	25s. each
	Part 7		45s. each
	Part 9, 30s.; 10, 50s.; 12, 48s.		42s.
	Parts 4, 6, 8, 11 not yet published		

History

Butler, Andrey, ed.	<i>Everyman's Dictionary of Dates</i>	Dent	25s.
Campbell, G., & Evans, I. O.	<i>Book of Flags</i>	O.U.P.	15s.
Hailey, Lord	<i>African Survey</i>	O.U.P.	5 gns.

¹ English Universities Press.² Cambridge University Press.

Langer, W. L., ed.	<i>Encyclopaedia of World History</i>	Harrap	45s.
Oliver, R., & Fage, J. D.	<i>History of Africa</i> , 2 vols.	Chatto & Windus	30s. per vol.
<i>Natural History</i>			
Bannerman, D. A.	<i>Birds of West Africa</i> , 2 vols.	Oliver & Boyd	6 gns.
Barruel, P.	<i>Birds of the World</i>	Harrap	63s.
Bourlière, F.	<i>Mammals of the World</i>	Harrap	63s.
Cave, F. O., & Macdonald, J. D.	<i>Birds of the Sudan</i>	Oliver & Boyd	45s.
De La Rue, E. A., & others	<i>The Tropics</i>	Harrap	63s.
Klots, A. B.	<i>World of Butterflies and Moths</i>	Harrap	63s.
Le Danois, E.	<i>Fishes of the World</i>	Harrap	63s.
Mackworth-Praed, C. W., & Grant, C. H. B.	<i>Birds of East and North-east Africa</i> , Vols. 1 and 2	Longmans	50s. each
Mackworth-Praed, C. W.	<i>Birds of the Southern Third of Africa</i> , Vol. 2	Longmans	50s.
Pesson, P.	<i>World of Insects</i>	Harrap	63s.
Schmidt, K. P., & Inger, R. F.	<i>Living Reptiles of the World</i>	Harrap	63s.
Scott, P. and P.	<i>Animals in Africa</i>	Cassell	63s.
<i>Quotations</i>			
Bartlett, J.	<i>Familiar Quotations</i>	Macmillan	60s.
Benham, Sir G.	<i>Benham's Book of Quotations</i>	Harrap	42s.
Brewer, E. C., ed.	<i>Dictionary of Phrase and Fable</i>	Cassell	35s.
Browning, D. C. ed.	<i>Everyman's Dictionary of Quotations and Proverbs</i>	Dent	15s.
<i>Oxford Dictionary of Quotations</i>		O.U.P.	45s.
Smith, W. G., ed.	<i>Oxford Dictionary of Proverbs</i>	O.U.P.	48s.
<i>Religion</i>			
<i>Black's Bible Dictionary</i>		Black	55s.
Cross, F. L., ed.	<i>Oxford Dictionary of the Christian Church</i>	O.U.P.	90s.
Gibb, H. A. R., & Kramers, J. H., eds.	<i>Shorter Encyclopaedia of Islam</i>	Luzac	84s.
<i>Sport</i>			
<i>Official Rules of Sports and Games</i>		Kaye	15s.
Pick, J. B.	<i>Phoenix Dictionary of Games</i>	Phoenix	15s.
<i>Yearbooks</i>			
Macadam, Sir I. S.	<i>Annual Register of World Events</i>	Longmans	6 gns.

National Book League	<i>Education Book Guide</i> Vols. 1-2 (1956-7) Vols. 3-6 (1958-61) Vols. 7-8 (1962-3)	Councils & Education Press 12s. 6d. 14s. 16s. 21s.
<i>Pears's Cyclopaedia</i>		Pears 21s.
Steinberg, S. H., ed.	<i>Statesman's Yearbook</i>	Macmillan 50s.
<i>Whitaker's Almanack</i> , Latest ed.		Whitaker 25s.
and any yearbook relating to Africa or the individual countries of Africa.		
It is important to see that new copies of all the yearbooks in the library are purchased as soon as possible after publication. Old editions are likely to give inaccurate information.		

Technical

<i>Chambers's Technical Dictionary</i>	Chambers 37s. 6d.
Flood, W. E., & West, M.	<i>Elementary Scientific and Technical Dictionary</i> Longmans 18s.

BOOKS SUITABLE FOR THE LENDING SECTION

BIOGRAPHY		
Arnold, R.	<i>True Book about David Livingstone</i>	Muller 8s. 6d.
Carson, J. B.	<i>Life-story of a Kenya chief: the Life of Chief Kasina Ndoo*</i>	Evans 2s.
Dike, K. O., etc.	<i>Eminent Nigerians</i>	C.U.P. 8s.
Farwell, B.	<i>Man Who Presumed: the Story of Henry Morton Stanley</i>	Harrap 25s.
Gibbs, P.	<i>True Book of Cecil Rhodes</i>	Muller 8s. 6d.
Gross, F.	<i>Rhodes of Africa</i>	Cassell 25s.
Hakeem, F. R.	<i>Life of Muhammad*</i>	O.U.P. 1s. 3d.
Haye	<i>Stories of great Muslims*</i>	Macmillan 1s. 6d.
<i>Heroes and Heroines of Islam</i> , Books 1-3*		Macmillan 1s. each
Joy, C. R., & Arnold, M.	<i>Africa of Albert Schweitzer</i>	Black 18s.
Livingstone, W. P.	<i>Mary Slessor, the White Queen</i>	Hodder 6s.
Lumb, S. V.	<i>Leaders of Africa*</i>	U.L.P. 2s. 6d.
McNair, J. I.	<i>Livingstone the Liberator</i>	Collins 7s. 6d.
Mofolo, T.	<i>Chaka the Zulu</i>	O.U.P. 5s.
Northcott, C., & Reason, J.	<i>Six Missionaries of Africa*</i>	O.U.P. 2s. 9d.
Perham, M.	<i>Lugard: the Years of Adventure</i>	Collins 50s.
	<i>Lugard: the Years of Authority</i>	Collins 50s.
	<i>Ten Africans</i>	Faber 30s.
Rowland, J.	<i>Mosquito Man: the Story of Sir Ronald Ross</i>	Lutterworth 8s. 6d.
Thomson, A., & Middleton, D.	<i>Lugard in Africa</i>	Hale 18s.
Williams, J. G.	<i>Moshesh: the Man on the Mountain</i>	O.U.P. 4s.

EXPLORATION

Allen, A. R.	<i>Leo's Travels in the Sudan</i>	O.U.P.	1s.
Allen, A. R., ed.	<i>Richard Lander's Journey to Sokoto</i>	O.U.P.	2s. 6d.
Hobley, L. F.,	<i>Opening Africa</i>	Methuen	10s. 6d.
Howard, C., ed.	<i>West African Explorers</i>	O.U.P.	8s. 6d.
Perham, M., & Simmons, J.	<i>African Discovery</i>	Penguin Books	2s. 6d.
Park, M.	<i>Travels of Mungo Park</i> , rev. ed.	Dent	8s. 6d.
Park, M.	<i>Mungo Park in Africa</i> ; retold by White	O.U.P.	2s.

An attempt should also be made to purchase out-of-print books, such as:

Speke, J. H.	<i>Journal of the discovery of the source of the Nile</i>		
Lander, R., & Lander, J.	<i>Journal of an expedition to explore the course and termination of the Niger</i> , 3 vols.		
Coupland, Sir R.	<i>Kirk on the Zambesi &c.</i>		

GEOGRAPHY AND TRAVEL

Boateng, E. A.	<i>Geography of Ghana</i>	C.U.P.	21s.
<i>Book of Nations</i>		Odhams	16s.
Buchanan, K. M., & Pugh, J. C.	<i>Land and People in Nigeria</i>	U.L.P.	35s.
Church, R. H.	<i>West Africa</i>	Longmans	60s.
Delius, A.	<i>Young Traveller in South Africa</i>	Phoenix	9s. 6d.
Fitzgerald	<i>Africa</i> , 8th ed.	Methuen	40s.
Gunther, J.	<i>Meet the Congo</i>	Hamilton	15s.
Gunther, J.	<i>Meet North Africa</i>	Hamilton	15s.
Hickman, G. M., & Dickinson, W. H. G.	<i>Lands and Peoples of East Africa</i>	Longmans	12s. 6d.
Hodgkin, R.	<i>Sudan Geography</i>	Longmans	8s. 6d.
Jackson, A.	<i>Bushmen of South Africa*</i>	O.U.P.	2s. 3d.
Jackson, A.	<i>Fruit and Wine Farming in Africa*</i>	O.U.P.	2s. 3d.
Jackson, A.	<i>Visit to Zululand*</i>	O.U.P.	2s. 3d.
Jarrett, H. R.	<i>Geography of West Africa</i>	Dent	7s. 6d.
Jarrett, H. R.	<i>Geography of Sierra Leone and the Gambia</i>	Longmans	5s. 6d.
Marquard, D.	<i>Lands and Peoples in South Africa</i>	Black	8s. 6d.
Niven, Sir R.	<i>Lands and Peoples in West Africa</i>	Black	8s. 6d.
Oboli, H. O. N.	<i>Outline Geography of West Africa*</i>	Harrap	10s. 6d.
Parker, M., & Noyle, G.	<i>British East Africa (Glimpses of Family Life Series)*</i>	Macmillan	2s. 6d.
Pedler, F. J.	<i>Economic Geography of West Africa</i>	Longmans	18s.

*Peoples of the World in colour**

	Vol. I: America, Africa, Australasia	Odhams	13s. 6d.
	Vol. II: Europe and Asia	Odhams	13s. 6d.
Perkins, W. A., & Stembridge, J.	<i>Nigeria: a Descriptive Geography</i>	O.U.P.	10s. 6d.
Robertson, W.	<i>Young Traveller in Tropical Africa</i>	Phoenix	9s. 6d.
Rutley, C. B.	<i>Colin and Patricia in South Africa</i>	Macmillan	6s.
Shaw, J. J., & Noyle, G.	<i>Nigeria (Glimpses of Family Life Series)*</i>	Macmillan	2s. 6d.
Sherriff, D. A.	<i>Africa (Oxford Visual Geographies)</i>	O.U.P.	16s. 6d.
Storey, H. R., &c.	<i>Continent of Africa</i>	Longmans	5s. 6d.
Tong, R.	<i>African Adventure</i>	Evans	5s.
Tong, R.	<i>African Episodes</i>	Evans	5s.
Tong, R.	<i>African Tales</i>	Evans	5s.
Treleven, H.	<i>Food We Grow and the Food We Eat (West Africa)*</i>	U.L.P.	3s.

HISTORY

Anderson, M.	<i>East Africa Today</i>	Black	12s. 6d.
Bovill, E. W.	<i>Golden Trade of the Moors</i>	O.U.P.	30s.
Burns, Sir A.	<i>History of Nigeria, 5th ed.</i>	Allen & Unwin	30s.
Clarke, J. D.	<i>Visual History of Nigeria*</i>	Evans	3s.
Cole, S.	<i>Early Man in East Africa</i>	Macmillan	4s.
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